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ABSTRACT

A needs assessment of the Saginaw (MI) Public Schools Gifted and Talented Program (grades K-12) gathered information from gifted and talented professional staff (administrators, teachers, and counselors), secondary students, and parents. A total of 481 out of 1004 possible respondents returned the survey, with a lower than hoped for rate among elementary and secondary parents (29 and 22 percent respectively). Five functions emerged as the areas of highest need: (1) identification of gifted/talented students; (2) auxiliary support and staff; (3) parental involvement and commitment; (4) staff development; and (5) leadership by principal. One appendix contains a list of all high need functions and should be helpful in translating priorities into action plans for both elementary and secondary gifted and talented programs. Other appendices and tables provide copies of the survey instruments, detailed statistical analyses of the responses from each group, and a profile of return rates for each group. (VW)

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GIFTED AND TALENTED NEEDS ASSESSMENT

1986-87

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

Saginaw Public Schools

Saginaw, Michigan

An Approved Report of the

DIVISION OF ADMINISTRATION AND PERSONNEL

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June, 1987

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INTRODUCTION

The School District of the City of Saginaw has been actively involved in the development and implementation of programming for gifted and talented students for quite some time. The district has long recognized the need for some type of special programming to meet the needs of this unique population. In the Fall of 1981 after a great deal of study the district opened both an elementary and secondary gifted and talented program. The Program for Creative and Academically Talented (PCAT) for grades K-6 was opened at Handley Elementary School. This full-day comprehensive program served students county-wide. Simultaneously with the PCAT opening, the Center for the Arts and Sciences (CAS) for grades 7-12 was opened at the Ruben Daniels Lifelong Learning Center. This new center provided a half-day advanced academic and fine arts program again for students throughout Saginaw county.

This report represents the next developmental step in refining the gifted and talented offerings. What are the strengths and weaknesses of the gifted and talented program according to gifted and talented professional staff (teachers, counselors, and administrators), secondary student participants, and parents of both elementary and secondary participants? In what areas are these programming efforts performing as well as desired and where do inadequacies exist? What areas of operation warrant attention to remedy weaknesses? Questions such as these deserve answers, and an effort was made during April, 1987, to gather information through a needs assessment survey to find these answers. (See Appendix A for a copy of the various instruments and cover letter.)

WHAT IS A NEEDS ASSESSMENT?

A needs assessment is a logical problem solving tool. It is usually the first step and a vital component of comprehensive program planning. A needs assessment is not a program change by itself, but it is a method for helping to determine if change is necessary or desired. It provides information which assists in setting priorities for future development and provides a basis for allocating scarce resources.

A needs assessment is a structured process for identifying and documenting the difference between "what is" and "what should be". The needs assessment process determines: (1) the differences which exist between a desired state of affairs with respect to important goals and functions and the present or actual state of conditions and (2) a list of prioritized needs from these identified differences.

In addition to prioritizing needs in terms of the ongoing functions and goals of a program, a needs assessment should provide a sense of direction regarding new or emerging needs and issues.

A needs assessment is a systematic process which asks three relatively simple questions:

1. Where are we?
2. Where do we want to go?
3. How do we get from here to there?

In essence, the results of a good needs assessment form the basis for sound goal setting and planning.

GROUPS INCLUDED IN SAGINAW'S GIFTED AND TALENTED NEEDS ASSESSMENT?

Information was gathered from gifted and talented professional staff (administrators, teachers, and counselors), secondary students, and parents. During the first two weeks of April, 1987, parents were mailed a questionnaire, and professional staff and students completed the questionnaires, to provide the necessary data. A total of 481 of 1,004 possible respondents (47.9%) provided responses (see Appendix B for a breakdown of returns by respondent groups). The return rate for both elementary and secondary parents was lower than hoped. However, those parents interested in voicing their opinion about the program did have an opportunity to respond.

HOW WERE THE DATA COLLECTED?/WHAT IS A PRIORITY NEED INDEX?

The questionnaire contained a total of 164 statements about gifted and talented services and program components, and the respondents were asked to indicate the following for each statement:

1. In your opinion, to what extent should the stated condition exist? and,
2. From your knowledge, to what extent does the stated condition exist?

The degree to which a difference exists between what should be, and what is constitutes a need. The following example illustrates the response choices used for the survey, how the need index was determined and how the priority need index (PNI) was established.

	Should Exist	Actually Exists
EXAMPLE: The gifted and talented program does a good job of teaching basic safety skills.	5	3

A) In your opinion, to what extent should the stated condition exist?

B) From your knowledge, to what extent does the stated condition actually exist?

A) Should Exist	?	1	2	3	4	5
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
B) Actually Exists	?	1	2	3	4	5

The following is a more detailed explanation of the above responses.

SHOULD EXIST		ACTUALLY EXISTS	
?	Do not know the extent to which the stated condition should exist.	?	Do not know the extent to which the stated condition exists.
1	Stated condition should not exist at all.	1	Stated condition does not exist at all.
2	Stated condition should exist to a slight extent.	2	Stated condition exists to a slight extent.
3	Stated condition should exist to a moderate extent.	3	Stated condition exists to a moderate extent.
4	Stated condition should exist to a fairly large extent.	4	Stated condition exists to a fairly large extent.
5	Stated condition should exist to a very large extent.	5	Stated condition exists to a very large extent.

For the example used, the need index was 2 (the difference between "should exist" value of 5 and the "actual exist" value of 3). To obtain a clearer understanding of the relative priority ranking of the expressed needs, it was helpful to also know where on the response scale the difference occurred. For example, a need index of 2 would result from the difference between a "desired" of 3 and an "actual" of 1, while at the same time, the difference between a "desired" rating of 5 and an "actual" rating of 3 also yields a need index of 2. *Therefore, to help establish priorities among needs*, the following procedure was employed. The needs were weighted by multiplying them by their respective ratings on the "should exist" dimension. This resulted in a *Priority Need Index* (PNI). This index takes into account the magnitude of the desire of the respondents to have a given condition present in the school district. The PNI could be thought of then as an automatic prioritizing need indicator.

EXAMPLE:		Should Exist (Desired)	Actually Exists
	The gifted and talented program does a good job of teaching basic safety skills.	5	3

Should - Actual = Need Index

5 - 3 = 2

Need Index x "Should" = Priority Need Index

2 5 = 10

One might well ask what are the limits to the size(s) of priority need indices? The theoretical limits range from a +20 to -6. The upper theoretical limit is obtained in the following situation.

Should - Actual = Need Index x Should = PNI

5 - 1 = 4 x 5 = 20

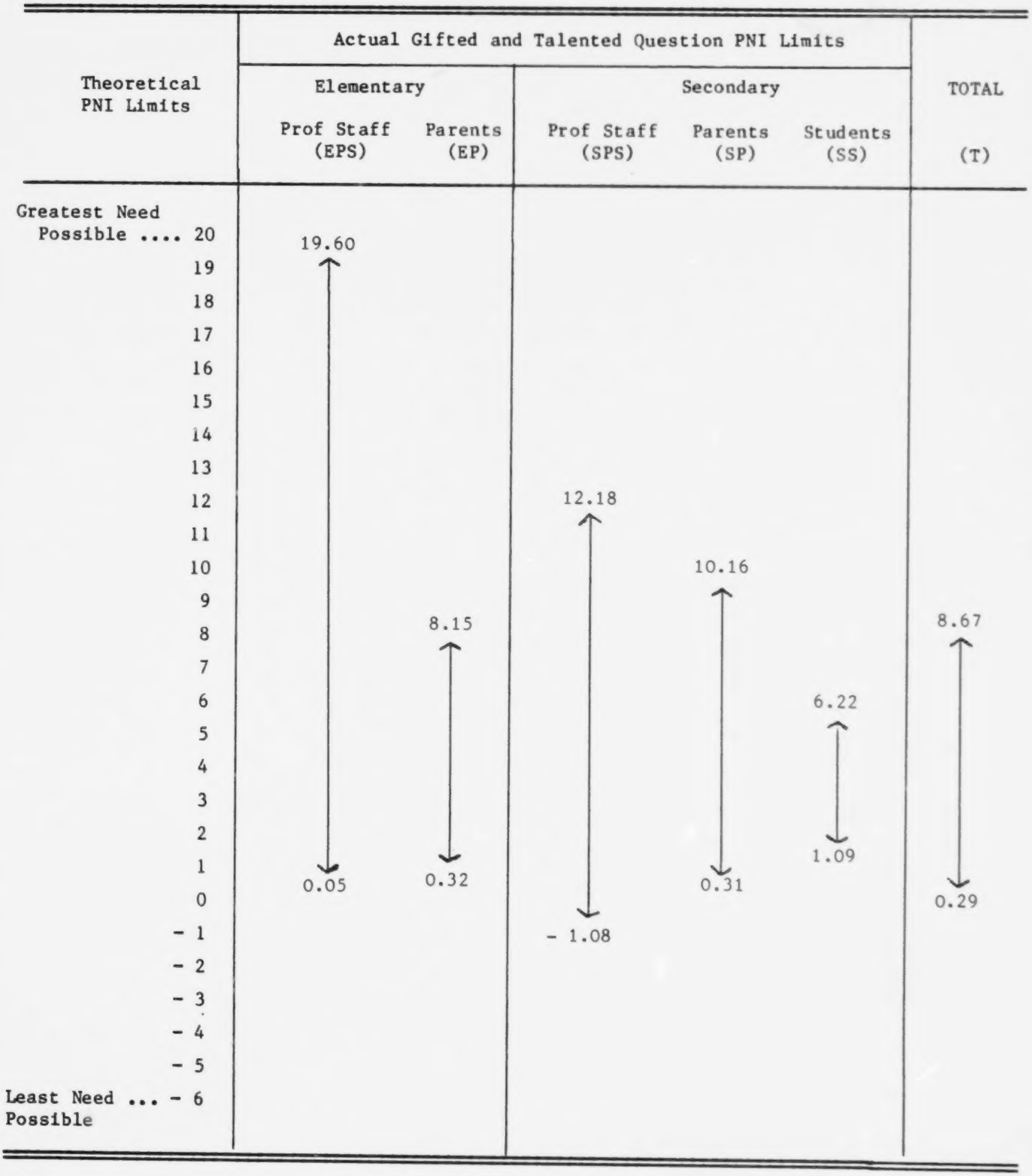
The lower theoretical limit can be obtained in the following two ways.

Should	-	Actual	=	Need Index	x	Should	=	PNI
3	-	5	=	-2	x	3	=	-6
				OR				
2	-	5	=	-3	x	2	=	-6

In other major studies conducted over the years the actual PNI's obtained have never approached the limits of the scale. The scale is obviously biased toward pointing up areas of concern in that it contains many more points indicating "need" (positive values) than it has indicating "lack of need" (negative values).

Table 1 below illustrates both the theoretical and actual limits under discussion.

TABLE 1. THEORETICAL PRIORITY NEED INDEX (PNI) LIMITS CONTRASTED WITH ACTUAL QUESTION PNI LIMITS FOR ELEMENTARY PROFESSIONAL STAFF AND PARENTS; SECONDARY PROFESSIONAL STAFF, PARENTS, AND STUDENTS; AND TOTAL.



One can see not only that most PNI's do not go far up the scale (the centers are approximately 2.80, 2.67, 3.73, 4.24, 3.04, and 3.58 for the actual data of EPS, EP, SPS, SP, SS, and T respectively) but also that problems have to be identified in a relative sense. We believe looking at the PNI values that equal or exceed the value that marks off the top 25% (in the case of EPS, EP, SPS, SP, SS, and T groups these values were 4.40, 3.60, 5.04, 5.84, 3.83, and 4.59) is a useful guide in separating out the highest ranking concerns.

WHAT WAS THE FOCUS OF THE QUESTION?

The content of the gifted and talented instrument was related to 13 major functions in gifted and talented education. Each respondent population completed an instrument made up of relevant questions drawn from a pool of 164 items. Elementary professional staff were asked to respond to 145 questions, secondary professional staff to 143, elementary parents to 113, secondary parents to 111, and secondary students to 87 questions. A detailed matrix listing the number of questions by function area appears in Table 2 below.

TABLE 2. NUMBER OF QUESTIONS PER FUNCTION BY RESPONDENT POPULATION TO THE 1986-1987 GIFTED AND TALENTED PROGRAM NEEDS ASSESSMENT.

FUNCTION	Populations to Survey*					Number of Items
	SS	EPS	SPS	EP	SP	
I. General Administration		X	X	X	X	10
II. Identification of Gifted/ Talented Students	X	X	X	X	X	8
III. Culturally Deprived Students	X	X	X	X	X	6
IV. Educational Programs--Secondary	X		X		X	19
V. Educational Programs--Elementary		X		X		21
VI. Personal Development of the Student	X	X	X	X	X	17
VII. Classroom Management	X	X	X	X	X	7
VIII. Teacher Values & Approaches	X	X	X			20
IX. Staff Development		X	X			12
X. Parental Involvement & Commitment		X	X	X	X	11
XI. Auxiliary Support & Staff	X	X	X	X	X	10
XII. Leadership by Principal		X	X	X	X	13
XIII. Communications/Public Relations		X	X	X	X	10
TOTAL	87	145	143	113	111	164

*Population Key:
SS = Secondary Students
EPS = Elementary Professional Staff
SPS = Secondary Professional Staff
EP = Elementary Parents
SP = Secondary Parents

The following section presents each of the 13 function areas, followed by a brief description of the type of questions included for that area of concern.

FUNCTIONS DEFINED

I. **GENERAL ADMINISTRATION**. The degree to which the gifted and talented program provides for: continuous planning; monetary budget allocations sufficient to achieve priority objectives; educational program improvements and planning using research findings; instructional program evaluation which compares goals and objectives with actual results; the use of a variety of records to identify potential student problems; a safe building environment for students and staff; the use of assessment results by teachers to review instruction, student progress and one's own teaching methods; and goal setting which reflect students' needs.

II. **IDENTIFICATION OF GIFTED/TALENTED STUDENTS**. The process of identifying gifted and talented students: is ongoing; starts as early in the students' lives as possible; includes measures of student motivation, interests, and maturity, as well as nominations from a variety of sources (parents, teachers, administrators, and test score data); places emphasis on students who are culturally disadvantaged; features inservices on how to properly identify students; screens out those who should not participate while identifying those who would most benefit from the program.

III. **CULTURALLY DEPRIVED STUDENTS**. The extent to which female and minority students are counseled and encouraged to pursue educational and career interests in fields which are not traditionally considered their domain, and the extent to which they are treated in accord with their abilities rather than a stereoyped image.

IV. **EDUCATIONAL PROGRAMS—SECONDARY**. The secondary educational program provides for: a shared value system emphasizing achievement; public satisfication with program achievement; clearly defined learning goals and objectives; collaborative curriculum planning and analysis of student achievement levels; courses which are updated frequently and provide hands-on experiences; time with age peers; schedules and courses which allow students to see what others in different disciplines are doing; course work which illustrates the inter-relatedness of the various disciplines; attention to continuity across grade levels and programs; coordination between home school and Center teachers; courses and learning activities at the Center which are at a more advanced level and pace as compared to home school courses; home school honors' courses provide advanced courses to gifted students; drug education at the appropriate level; basic and higher level thinking skills; opportunities for more in-depth independent review; and the development of students' research skills.

V. **EDUCATIONAL PROGRAMS—ELEMENTARY**. The elementary program provides for: a shared value system emphasizing achievement; clearly defined learning goals and objectives; objectives based on student achievement levels; students knowing the objective(s) of each lesson; challenging and attainable learning standards for students; promotion based on achieveent and not time spent in the class; students who are well prepared when they progress to the next educational level; well taught reading, writing, arithmetic, and health education (along with a section on sex education); opportunities for students to write and have hands-on experiences; a sequentially planned curriculum, consisting of updated courses and congruent with the regular curriculum; instruction is coordinated grade-to-grade; regularly assigned and checked homework; opportunities to participate in co-curricular activities; drug education at the appropriate level; and learning activities at a more appropriate pace for academically talented students than the regular classroom provides.

VI. **PERSONAL DEVELOPMENT OF THE STUDENT**. Services and activities that are generally non-academic in nature and designed to develop student attitudes and abilities, specifically: practicing leadership skills; working with other students with the same or different interests and abilities; exposure to and exploring many fields and career opportunities; developing a sense of responsibility and self-reliance; establishing and pursuing challenging goals which recognize and realize their own aptitudes, abilities, interests and needs; developing logical and convergent thinking skills; teaching problem-solving techniques; assisting in developing career plans (this also includes students participating in the visual and performing art classes); expecting and/or encouraging students to complete their work and meet quality standards and to be concerned for other people and their personal property; developing independent study skills, self-discipline, and problem-solving skills using complex and abstract thinking.

VII. **CLASSROOM MANAGEMENT**. The classrooms are well managed allowing for: good discipline; the notification of parents concerning discipline problems (with ongoing administrative support); motivating students by positive rewards; student knowledge of classroom rules; a safe, orderly, productive, attractive, secure working environment; an emphasis on achievement, not the maintenance of an environment/atmosphere.

VIII. **TEACHER VALUES AND APPROACHES**. Program teachers´ values and approaches include: a brisk instructional pace; plainly stated and frequently used lesson objectives; seat work which is explained and demonstrated; classes which emphasize student participation; teaching at the correct level of difficulty, with skills prioritized to insure that instructional goals and objectives are accomplished; effective communication with feedback to and from students; feedback given to students as a result of observing them; spending most of the classroom time on learning; being ready and well-prepared with learning tasks which match the lesson content; being knowledgeable of curriculum policies and priorities; being responsive to the student´s point of view; being competent in student counseling services; and functioning to facilitate not direct students´ course work.

IX. **STAFF DEVELOPMENT**. Activities and services are designed to enhance professional development of the staff. Specifically, they include: emphasis given to building teacher skills; effectively coordinated programs providing valuable information and teaching tools; inservice sessions with adequate time and resources to address instructional issues; priorities, objectives and learning goals developed by teachers; administrative involvement types of professional development programs; administrative support for career enhancement of the staff; adequate time given for discussion and deliberation at staff meetings; recognition of teaching excellence; and access to consultants and current advances in the disciplines.

X. **PARENTAL INVOLVEMENT AND COMMITMENT**. The degree to which parents are involved and kept up-to-date on the progress of their students and the program, including: clearly and consistently communicated procedures for parental involvement; parents having involvement options; staff members providing parents with all necessary information on how to become involved; frequent two-way communication between staff members and parents; parents fully supporting the program; parents being aware of the program goals, keeping track of student progress, and realizing the vocational value of all the courses; parents knowing their responsibilities; parents being encouraged to become involved; parents who continue their support from the elementary to the secondary levels; and the staff considering parental involvement integral to the program.

XI. **AUXILIARY SUPPORT AND STAFF**. Services designed to assist with curriculum, and students' career and personal planning, and decision making, including: effective ongoing guidance and counseling for all students; help in understanding vocational trends; student exploration of career possibilities; career planning stressing the connection between course work and career goals; library personnel who keep the building staff up-to-date regarding materials and who ask teachers for suggestions when selecting materials; a library containing the appropriate materials (audio-visual equipment, books, and magazines which adequately serve the needs of students and staff).

XII. **LEADERSHIP BY PRINCIPAL**. Administrative actions taken and beliefs held by the principal which support the teaching/learning process, including: a belief that all students can learn; a clear understanding of the program's goals; instructional leadership; frequent classroom observations; initiatives for systematic improvement; creation of a more effective school; frequent monitoring of new practices; active partnership in long- and short-range planning with all people concerned with education; instructional expertise and good management skills; encouraging comprehensive programs such as, but not limited to, multiple methods of identification, staff development, program evaluation, and support services.

XIII. **COMMUNICATIONS/PUBIC RELATIONS**. The availability and exchange of gifted and talented information both internally and externally, including: conducting business in a manner that inspires public confidence by being accurate, timely, intelligible, and relevant; providing information on student successes, achievement results, and program performance; trying to gain community support; sharing achievement results with students; reporting student progress clearly to students and parents; and having principals who are a communication link among all persons concerned with the program.

PRESENTATION OF DATA

One of the major purposes of a needs assessment study is to identify areas where the concensus supports the existance of a problem or weakness. This report highlights those areas where there was agreement that a problem existed.

The overall findings of the respondent groups will be presented in the sections which follow. The combined responses of professional elementary and secondary staff and parents plus secondary students will be presented, followed by a summary of the major findings from each of these groups separately.

A. District-Wide Total Responses

When all responses by professional staff, parents, and students were combined[1], the following function areas emerged as the ones needing the most attention.

Rank	Function of Greatest Need	Priority Need Index
1	Identification of Gifted/Talented Students	5.33
2	Auxiliary Support and Staff	5.22
3	Parental Involvement and Commitment	4.93
4	Staff Development	4.57
5	Leadership by Principal	4.09

A complete listing of the desired, actual, need index, and priority need values by function appear in Appendix C.

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[1] Each respondent group was given equal weighting when responses for a function or a question were combined across groups.

In addition to the high need function areas there were some individual survey questions which resulted in a high priority need index. The questions listed below represent those survey items for which the priority need index equalled or exceeded 4.59 along with the function that each question was related to.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI´S FOR DISTRICT-WIDE TOTAL RESPONDENT GROUP

PNI	Survey Item	Function Area
8.67	16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	Identification of Gifted/Talented Students
8.62	34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	Educational Programs-Secondary
8.34	132. Effective guidance and counseling are readily available to each student in the gifted and talented program.	Auxiliary Support & Staff
7.79	133. The gifted and talented program´s guidance program helps students acquire an understanding of vocational trends.	Auxiliary Support & Staff
6.80	141. The library collection adequately serves the needs of staff and students.	Auxiliary Support & Staff
6.77	120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	Staff Development
6.77	135. The guidance program helps students to realize the connection between their course work and their career goals.	Auxiliary Support & Staff
6.49	128. Parents who supported their children´s involvement in the Center at the junior high level also support it as strongly at the senior high level.	Parental Involvement & Commitment

PNI	Survey Item	Function Area
6.33	17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	Identification of Gifted/Talented Students
6.19	18. The currently used method of identifying gifted and talented students adequately screens out those students who should not participate in the gifted and talented program.	Identification of Gifted/Talented Students
6.14	2. The program's budget allows for allocation of resources to achieve high priority objectives.	General Administration
6.10	145. The principals make frequent classroom observations to monitor instruction.	Leadership by Principal
5.75	130. Most parents are aware of the gifted and talented program goals.	Parental Involvement & Commitment
5.68	126. Parents realize the vocational value of all of the gifted and talented program's courses.	Parental Involvement & Commitment
5.60	113. Content in staff development sessions addresses instructional issues and priorities.	Staff Development
5.53	115. The teachers and students have access to consultants and to the most recent advances within each area.	Staff Development
5.52	125. Parents are aware of their responsibilities for helping students develop their giftedness or talents.	Parental Involvement & Commitment
5.41	149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	Leadership by Principal
5.35	37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	Educational Programs-Secondary

PNI	Survey Item	Function Area
5.34	111. The gifted and talented program has an effective inservice training program for improving teaching skills.	Staff Development
5.32	31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	Educational Programs-Secondary
5.26	12. The identification of gifted and talented students is an ongoing process, not an annual event.	Identification of Gifted/Talented Students
5.25	28. The public is satisfied with achievement at the Center for the Arts and Sciences.	Educational Programs-Secondary
5.12	123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	Parental Involvement & Commitment
5.11	14. The identification process includes measures of student motivation, interests, and maturity.	Identification of Gifted/Talented Students
5.09	156. The program administration provides the general public with accurate reports on its performance.	Communications/ Public Relations
5.08	121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	Parental Involvement & Commitment
5.06	35. Collaborative curriculum planning and decision making are typical.	Educational Programs-Secondary
5.00	148. The principals carefully monitor new practices.	Leadership by Principal
4.98	134. Helping the student to explore career possibilities is an important part of the total gifted and talented program.	Auxiliary Support & Staff
4.92	151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	Leadership by Principal

PNI	Survey Item	Function Area
4.89	160. The principals provide the community with information about the effectiveness of the program.	Communications/ Public Relations
4.86	114. Staff development and training are supported with time and other necessary resources.	Staff Development
4.82	38. Information on drug education at the Center is offered at the appropriate level.	Educational Programs-Secondary
4.72	119. Staff development learning goals and objectives are developed by teachers.	Staff Development
4.72	154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	Leadership by Principal
4.72	107. Teachers are competent in student counseling services.	Teacher Values & Approaches
4.68	124. There is frequent two-way communication between parents and the gifted and talented program´s staff.	Parental Involvement & Commitment
4.67	131. Encouraging parental involvement is an integral part of the program´s plans.	Parental Involvement & Commitment
4.63	118. Teaching excellence in the program is recognized.	Staff Development
4.59	3. Research findings are used in planning and improving educational programs.	General Administration

The reader should note that the high need questions listed above were related to nine different function areas. Five of these (Identification of Gifted/Talented Students, Auxiliary Support and Staff, Parental Involvement and Commitment, Staff Development, and Leadership by Principal) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the total district-wide group appear in Appendix D.

The chart below is provided as a means of drawing together the high priority concerns of the total district-wide group. The chart below summarizes the data from combined respondent groups presented thus far in the report, i.e., high need functions and high need questions.

SUMMARY OF DISTRICT-WIDE TOTAL RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

Function	Functions of Highest Need	Questions of Highest Need
1. Identification of Gifted/Talented Students	X	X
2. Auxiliary Support and Staff	X	X
3. Parental Involvement and Commitment	X	X
4. Staff Develoment	X	X
5. Leadership by Principal	X	X
6. Educational Programs--Secondary		X
7. General Administration		X
8. Communications/Public Relations		X
9. Teacher Values and Approaches		X
10. Personal Development of the Student		
11. Classroom Management		
12. Culturally Deprived Students		
13. Educational Programs--Elementary		

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-9). Functions numbered 10-13 (Personal Development of the Student, Classroom Management, Culturally Deprived Students, and Educational Programs--Elementary) might be viewed as strengths of the gifted and talented program from the perspective of the combined district-wide total.

B. Elementary Professional Staff Responses

When all responses by the elementary professional staff were combined the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1	Auxiliary Support and Staff	9.32
2	Identification of Gifted/Talented Students	8.25
3	Staff Development	4.30
4	General Administration	3.60
5	Parental Involvement and Commitment	3.36

A complete listing of the desired, actual, need index, and priority need index values by function for elementary professional staff appear in Appendix E.

In addition to the highest need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 4.40 along with function connected to each question.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI´S FOR ELEMENTARY PROFESSIONAL STAFF (EPS)

PNI	Survey Item	Function Area
19.60	132. Effective guidance and counseling are readily available to each student in the gifted and talented program.	Auxiliary Support & Staff
16.35	133. The gifted and talented program´s guidance program helps students acquire an understanding of vocational trends.	Auxiliary Support & Staff
13.87	16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	Identification of Gifted/Talented Students
12.32	135. The guidance program helps students to realize the connection between their course work and their career goals.	Auxiliary Support & Staff
10.18	15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.	Identification of Gifted/Talented Students
9.45	18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	Identification of Gifted/Talented Students
9.45	2. The program´s budget allows for allocation of resources to achieve high priority objectives.	General Administration
9.05	17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	Identification of Gifted/Talented Students
8.22	141. The library collection adequately serves the needs of staff and students.	Auxiliary Support & Staff
7.76	128. Parents who supported their children´s involvement in the Center at the junior high level also support it as strongly at the senior high level.	Parental Involvement & Commitment
7.51	145. The principals make frequent classroom observations to monitor instruction.	Leadership by Principal

PNI	Survey Item	Function Area
6.99	139. Audio visual materials are available for classroom use.	Auxiliary Support & Staff
6.81	115. The teachers and students have access to consultants and to the most recent advances within each area.	Staff Development
6.75	134. Helping the student to explore career possibilities is an important part of the total gifted and talented program.	Auxiliary Support & Staff
6.65	12. The identification of gifted and talented students is an ongoing process, not an annual event.	Identification of Gifted/Talented Students
6.41	107. Teachers are competent in student counseling services.	Teacher Values & Approaches
6.40	13. Identification occurs as early in the students' lives as is possible.	Identification of Gifted/Talented Students
6.17	14. The identification process includes measures of student motivation, interests, and maturity.	Identification of Gifted/Talented Students
6.15	138. Materials found in the library are appropriate to the students served.	Auxiliary Support & Staff
6.15	136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	Auxiliary Support & Staff
6.04	137. The library personnel keep the building staff up-to-date regarding available materials.	Auxiliary Support & Staff
5.76	20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	Culturally Deprived Students
5.40	84. The Center and Handley have good discipline.	Classroom Management
5.13	114. Staff development and training are supported with time and other necessary resources.	Staff Development

PNI	Survey Item	Function Area
4.95	70. Helping the student to explore career possibilities is an important part of the school program.	Personal Development of the Student
4.92	140. Adequate time in the library is provided to students to select materials.	Auxiliary Support & Staff
4.83	149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	Leadership by Principal
4.83	160. The principals provide the community with information about the effectiveness of the program.	Communications/ Public Relations
4.83	111. The gifted and talented program has an effective inservice training program for improving teaching skills.	Staff Development
4.83	156. The program administration provides the general public with accurate reports on its performance.	Communications/ Public Relations
4.77	45. Learning goals and objectives are clearly defined.	Educational Programs-Elementary
4.67	148. The principals carefully monitor new practices.	Leadership by Principal
4.60	21. Female and minority students are provided with positive role models in many varying careers.	Culturally Deprived Students
4.53	118. Teaching excellence in the program is recognized.	Staff Development
4.51	116. Administrators are involved in some type of professional development program.	Staff Development
4.42	68. Students are encouraged and assisted in developing career plans.	Personal Development of the Student

The reader should note that the high need questions listed above were related to 12 different function areas. Five of these (Auxiliary Support and Staff, Identification of Gifted and Talented, Staff Development, General Administration, and Parental Involvement and Commitment) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the elementary professional staff group appear in Appendix F.

The chart below is provided as a means of drawing together the high priority concerns of the elementary professional staff group. The chart below summarizes the data from elementary staff presented thus far in the report, i.e., high need functions and high need questions.

SUMMARY OF ELEMENTARY PROFESSIONAL STAFF RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

Function	Functions of Highest Need	Questions of Highest Need
1. Auxiliary Support and Staff	X	X
2. Identification of Gifted/Talented Students	X	X
3. Staff Development	X	X
4. General Administration	X	X
5. Parental Involvement and Commitment	X	X
6. Leadership by Principal		X
7. Culturally Deprived Students		X
8. Communications/Public Relations		X
9. Teacher Values and Approaches		X
10. Classroom Management		X
11. Personal Development of the Student		X
12. Educational Programs--Elementary		X

- -

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-12).

C. Elementary Parent Responses

When all responses by the elementary parents were combined the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1	Auxiliary Support and Staff	4.24
2	Identification of Gifted/Talented Students	4.20
3.5	General Administration	3.63
3.5	Parental Involvement and Commitment	3.63
5	Personal Development of the Student	2.88

A complete listing of the desired, actual, need index, and priority need index values by function for elementary parents appear in Appendix G.

In addition to the high need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 3.60 along with the function connected to each question.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI´S FOR ELEMENTARY PARENTS (EP)

PNI	Survey Item	Function Area
8.15	16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	Identification of Gifted/Talented Students
7.62	132. Effective guidance and counseling are readily available to each student in the gifted and talented program.	Auxiliary Support & Staff
6.98	2. The program´s budget allows for allocation of resources to achieve high priority objectives.	General Administration
6.01	133. The gifted and talented program´s guidance program helps students acquire an understanding of vocational trends.	Auxiliary Support & Staff
5.62	141. The library collection adequately serves the needs of staff and students.	Auxiliary Support & Staff
5.25	75. Students are encouraged to be concerned for other people and their personal property.	Personal Development of the Student
5.15	18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	Identification of Gifted/Talented Students
4.87	130. Most parents are aware of the gifted and talented program goals.	Parental Involvement & Commitment
4.79	17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	Identification of Gifted/Talented Students
4.74	12. The identification of gifted and talented students is an ongoing process, not an annual event.	Identification of Gifted/Talented Students
4.46	128. Parents who supported their children´s involvement in the Center at the junior high level also support it as strongly at the senior high level.	Parental Involvement & Commitment

PNI	Survey Item	Function Area
4.40	62. Information on drug education at Handley is offered at the appropriate level.	Educational Programs-Elementary
4.40	5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	General Administration
4.37	8. The school buildings provide a safe environment for staff and students.	General Administration
4.37	135. The guidance program helps students to realize the connection between their course work and their career goals.	Auxiliary Support & Staff
4.20	10. The major goals of the gifted and talented program are set with respect to the student´s needs.	General Administration
4.08	123. The program´s staff members provide parents with information and techniques for helping students develop their giftedness or talents.	Parental Involvement & Commitment
4.06	126. Parents realize the vocational value of all of the gifted and talented program´s courses.	Parental Involvement & Commitment
4.06	156. The program administration provides the general public with accurate reports on its performance.	Communications/ Public Relations
4.05	13. Identification occurs as early in the students´ lives as is possible.	Identification of Gifted/Talented Students
4.03	138. Materials found in the library are appropriate to the students served.	Auxiliary Support & Staff
3.95	61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education).	Educational Programs-Elementary
3.92	81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	Personal Development of the Student

PNI	Survey Item	Function Area
3.78	124. There is frequent two-way communication between parents and the gifted and talented program's staff.	Parental Involvement & Commitment
3.71	84. The Center and Handley have good discipline.	Classroom Management
3.70	14. The identification process includes measures of student motivation, interests, and maturity.	Identification of Gifted/Talented Students
3.66	45. Learning goals and objectives are clearly defined.	Educational Programs-Elementary
3.64	1. Planning is a continuous process in the gifted and talented program.	General Administration
3.60	80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	Personal Development of the Student

The reader should note that the high need questions listed above were related to eight different function areas, five of these (Auxiliary Support and Staff, Identification of Gifted and Talented Students, General Administration, Parental Involvement and Commitment, and Personal Development of the Student) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the elementary parent group appear in Appendix H.

The chart below is provided as a means of drawing together the high priority concerns of the elementary parent group. The chart below summarizes the data from elementary parents presented thus far in the report, i.e., high need functions and high need questions.

SUMMARY OF ELEMENTARY PARENT RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

	Function	Functions of Highest Need	Questions of Highest Need
1.	Auxiliary Support and Staff	X	X
2.	Identification of Gifted/Talented Students	X	X
3.	General Administration	X	X
4.	Parental Involvement & Commitment	X	X
5.	Personal Development of the Student	X	X
6.	Communications/Public Relations		X
7.	Educational Programs--Elementary		X
8.	Classroom Management		X
9.	Culturally Deprived Students		
10.	Leadership by Principal		

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-8). Functions numbered 9 and 10 (Culturally Deprived Students and Leadership by Principal) might be viewed as strengths of the gifted and talented program from the perspective of elementary parents.

D. Secondary Professional Staff Responses

When all responses by the secondary professional staff were combined the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1.5	Identification of Gifted/Talented Students	7.09
1.5	Parental Involvement and Commitment	7.09
3	Staff Development	4.84
4	Educational Programs--Secondary	4.46
5	Communications/Public Relations	4.23

A complete listing of the desired, actual, need index, and priority need index values by function for the secondary professional staff appear in Appendix I.

In addition to the high need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 5.04 along with the function connected to each question.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI´S FOR SECONDARY PROFESSIONAL STAFF (SPS)

PNI	Survey Item	Function Area
12.18	16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	Identification of Gifted/Talented Students
10.53	34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	Educational Programs-Secondary
9.58	17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	Identification of Gifted/Talented Students
9.31	120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	Staff Development
9.02	126. Parents realize the vocational value of all of the gifted and talented program´s courses.	Parental Involvement & Commitment
8.75	128. Parents who supported their children´s involvement in the Center at the junior high level also support it as strongly at the senior high level.	Parental Involvement & Commitment
7.92	130. Most parents are aware of the gifted and talented program goals.	Parental Involvement & Commitment

PNI	Survey Item	Function Area
7.92	135. The guidance program helps students to realize the connection between their course work and their career goals.	Parental Involvement & Commitment
7.86	14. The identification process includes measures of student motivation, interests, and maturity.	Identification of Gifted/Talented Students
7.82	125. Parents are aware of their responsibilities for helping students develop their giftedness or talents.	Parental Involvement & Commitment
7.68	121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	Parental Involvement & Commitment
7.46	28. The public is satisfied with achievement at the Center for the Arts and Sciences.	Educational Programs-Secondary
7.41	18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	Identification of Gifted/Talented Students
7.01	131. Encouraging parental involvement is an integral part of the program's plans.	Parental Involvement & Commitment
6.95	3. Research findings are used in planning and improving educational programs.	General Administration
6.93	123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	Parental Involvement & Commitment
6.82	113. Content in staff development sessions addresses instructional issues and priorities.	Staff Development
6.67	133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	Auxiliary Support & Staff
6.65	127. Parents of gifted and talented students support the program.	Parental Involvement & Commitment
6.25	31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	Educational Programs-Secondary

PNI	Survey Item	Function Area
6.25	12. The identification of gifted and talented students is an ongoing process, not an annual event.	Identification of Gifted/Talented Students
6.02	15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.	Identification of Gifted/Talented Students
6.01	25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.	Educational Programs-Secondary
5.99	124. There is frequent two-way communication between parents and the gifted and talented program's staff.	Parental Involvement & Commitment
5.98	35. Collaborative curriculum planning and decision making are typical.	Educational Programs-Secondary
5.94	21. Female and minority students are provided with positive role models in many varying careers.	Culturally Deprived Students
5.92	141. The library collection adequately serves the needs of staff and students.	Auxiliary Support & Staff
5.90	20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	Culturally Deprved Students
5.84	111. The gifted and talented program has an effective inservice training program for improving teaching skills.	Staff Development
5.55	81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	Personal Development of the Student
5.52	37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	Educational Programs-Secondary
5.51	33. Special attention is focused on building good continuity across grade levels and programs.	Educational Programs-Secondary

PNI	Survey Item	Function Area
5.51	30. The course work illustrates the inter-relatedness of the various disciplines.	Educational Programs-Secondary
5.35	156. The program administration provides the general public with accurate reports on its performance.	Communications/ Public Relations
5.21	134. Helping the student to explore career possibilities is an important part of the total gifted and talented program.	Auxiliary Support & Staff
5.04	119. Staff development learning goals and objectives are developed by teachers.	Staff Development

The reader should note that the high need questions listed above were related to ten different function areas. Five of these (Identification of Gifted and Talented Students, Parental Involvement and Commitment, Staff Development, Educational Programs--Secondary, and Communications/Public Relations) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the secondary professional staff group appear in Appendix J.

The chart below is provided as a means of drawing together the high priority concerns of the secondary professional staff group. The chart below summarizes the data from secondary professional staff presented thus far in the report, i.e., high need functions and high need questions.

SUMMARY OF SECONDARY PROFESSIONAL STAFF RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

	Function	Functions of Highest Need	Questions of Highest Need
1.	Identification of Gifted/Talented Students	X	X
2.	Parental Involvement and Commitment	X	X
3.	Staff Development	X	X
4.	Educational Programs--Secondary	X	X
5.	Communications/Public Relations	X	X
6.	Auxiliary Support and Staff		X
7.	General Administration		X
8.	Culturally Deprived Students		X
9.	Personal Development of the Student		X
10.	Teacher Values and Approaches		X
- - -	- - - - - - - - - -	- - -	- - -
11.	Classroom Management		
12.	Leadership by Principal		

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-10). Functions numbered 11 and 12 (Classroom Management and Leadership by Principal) might be viewed as strengths of the gifted and talented program from the perspective of secondary professional staff.

E. Secondary Parent Responses

When all responses by the secondary parents were combined the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1	Leadership by Principal	8.37
2	Parental Involvement and Commitment	5.65
3	Auxiliary Support and Staff	5.36
4	Communications/Public Relations	5.12
5	Identification of Gifted/Talented Students	3.97

A complete listing of the desired, actual, need index, and priority need index values by function for secondary parents appear in Appendix K.

In addition to the high need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 5.84 along with the function connected to each question.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI´S FOR SECONDARY PARENTS (SP)

PNI	Survey Item	Function Area
10.16	141. The library collection adequately serves the needs of staff and students.	Auxiliary Support & Staff
10.16	154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	Leadership by Principal
9.94	149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	Leadership by Principal
9.90	151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	Leadership by Principal
9.88	145. The principals make frequent classroom observations to monitor instruction.	Leadership by Principal
9.73	146. The principals initiate organized and systematic improvement procedures.	Leadership by Principal
9.58	152. The principals are active partners in long- and short-range planning.	Leadership by Principal
9.49	148. The principals carefully monitor new practices.	Leadership by Principal

PNI	Survey Item	Function Area
9.25	34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	Educational Programs-Secondary
8.82	147. The principals promote methods that are known to create effective schools.	Leadership by Principal
8.61	150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling.	Leadership by Principal
7.74	153. The principals provide an encouraging climate for innovation and exploration by teachers and students.	Leadership by Principal
6.85	132. Effective guidance and counseling are readily available to each student in the gifted and talented program.	Auxiliary Support & Staff
6.81	164. The principals serve as a communication link between the Board, the parents, and the community concerning the program.	Communications/ Public Relations
6.78	133. The gifted and talented program´s guidance program helps students acquire an understanding of vocational trends.	Auxiliary Support & Staff
6.63	130. Most parents are aware of the gifted and talented program goals.	Parental Involvement & Commitment
6.53	124. There is frequent two-way communication between parents and the gifted and talented program´s staff.	Parental Involvement & Commitment
6.39	125. Parents are aware of their responsibilities for helping students develop their giftedness or talents.	Parental Involvement & Commitment
6.28	131. Encouraging parental involvement is an integral part of the program´s plans.	Parental Involvement & Commitment
6.23	160. The principals provide the community with information about the effectiveness of the program.	Communications/ Public Relations

PNI	Survey Item	Function Area
6.22	134. Helping the student to explore career possibilities is an important part of the total gifted and talented program.	Auxiliary Support & Staff
6.22	123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	Parental Involvement & Commitment
6.02	121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	Parental Involvement & Commitment
5.96	135. The guidance program helps students to realize the connection between their course work and their career goals.	Auxiliary Support & Staff
5.92	129. Teachers encourage parents to keep track of student progress.	Parental Involvement & Commitment
5.91	156. The program administration provides the general public with accurate reports on its performance.	Communications/ Public Relations
5.84	35. Collaborative curriculum planning and decision making are typical.	Educational Programs-Secondary

The reader should note that the high need questions listed above were related to five different function areas. Four of these (Leadership By Principal, Parental Involvement and Commitment, Auxiliary Support and Staff, and Communications/Public Relations) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the secondary parent group appear in Appendix L.

The chart below is provided as a means of drawing together the high priority concerns of the secondary parent group. The chart below summarizes the data from secondary parents presented thus far in the report, i.e., high need functions and high need questions.

SUMMARY OF SECONDARY PARENT RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

Function	Functions of Highest Need	Questions of Highest Need
1. Leadership by Principal	X	X
2. Parental Involvement and Commitment	X	X
3. Auxiliary Support and Staff	X	X
4. Communications/Public Relations	X	X
5. Identification of Gifted/Talented	X	
6. Educational Programs--Secondary		X
7. General Administration		
8. Personal Development of the Student		
9. Classroom Management		
10. Culturally Deprived Students		

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-6). Functions numbered 7-10 (General Administration, Personal Development of the Student, Classroom Management, and Culturally Deprived Students, respectively) might be viewed as strengths of the gifted and talented program from the perspective of secondary parents.

F. Secondary Student Responses

When all responses by the secondary students were combined, the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1	Identification of Gifted/Talented Students	3.52
2	Educational Programs--Secondary	3.31
3	Auxiliary Support and Staff	3.25
4	Classroom Management	3.23
5	Teacher Values and Approaches	2.88

A complete listing of the desired, actual, need index, and priority need index values by function for secondary students appear in Appendix M.

In addition to the high need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 3.83 along with the function connected to each question.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI´S FOR SECONDARY STUDENTS (SS)

PNI	Survey Item	Function Area
6.22	34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	Educational Programs-Secondary
5.80	37. The Honors´ programs in the high schools do a sufficient job of providing advanced course work to gifted students.	Educational Programs-Secondary
4.87	31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	Educational Programs-Secondary
4.70	28. The public is satisfied with achievement at the Center for the Arts and Sciences.	Educational Programs-Secondary
4.67	106. Teachers are responsive to the student´s point of view.	Teacher Values & Approaches

PNI	Survey Item	Function Area
4.51	18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	Identification of Gifted/Talented Students
4.46	75. Students are encouraged to be concerned for other people and their personal property.	Personal Development of the Student
4.37	16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	Identification of Gifted/Talented Students
4.37	38. Information on drug education at the Center is offered at the appropriate level.	Educational Programs-Secondary
4.27	96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	Teacher Values & Approaches
4.24	140. Adequate time in the library is provided to students to select materials.	Auxiliary Support & Staff
4.20	26. Learning goals and objectives are clearly defined.	Educational Programs-Secondary
4.18	102. Classroom routines are smooth and efficient.	Teacher Values & Approaches
4.13	17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	Identification of Gifted/Talented Students
4.12	85. Teachers motivate students by using rewards rather than punishments.	Classroom Management
3.98	12. The identification of gifted and talented students is an ongoing process, not an annual event.	Identification of Gifted/Talented Students
3.96	91. Teachers communicate effectively.	Teacher Values & Approaches
3.96	132. Effective guidance and counseling are readily available to each student in the gifted and talented program.	Auxiliary Support & Staff

PNI	Survey Item	Function Area
3.90	133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	Auxiliary Support & Staff
3.86	84. The Center and Handley have good discipline.	Classroom Management
3.83	25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.	Educational Programs-Secondary

The reader should note that the high need questions listed above were related to six different function areas. Five of these (Identification of Gifted and Talented Students, Educational Programs--Secondary, Auxiliary Support and Staff, Classroom Management, and Teacher Values and Approaches) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the secondary student group appear in Appendix N.

The chart below is provided as a means of drawing together the high priority concerns of the secondary student group. The chart below summarizes the data from secondary students presented thus far in the report, i.e., high need functions and high need questions.

SUMMARY OF SECONDARY STUDENT RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

Function	Functions of Highest Need	Questions of Highest Need
1. Identification of Gifted/Talented Students	X	X
2. Educational Programs--Secondary	X	X
3. Auxiliary Support and Staff	X	X
4. Classroom Management	X	X
5. Teacher Values and Approaches	X	X
6. Personal Development of the Student		X
7. Culturally Deprived Students		

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-6). Function number 7 (Culturally Deprived Students) might be viewed as strengths of the gifted and talented program from the perspective of secondary students.

SUMMARY OF MAJOR FINDINGS

The purpose of this study was to identify areas of need within the gifted and talented programs. When the responses of secondary students and elementary and secondary parents and staff were combined, the following five functions emerged as the highest need areas.

1. Identification of Gifted/Talented Students
2. Auxiliary Support and Staff
3. Parental Involvement and Commitment
4. Staff Development
5. Leadership by Principal

The above system total priorities were determined on the basis of combining the results of five respondent groups together. This process included dealing with 164 different questions covering 13 function areas. The mathematical system used to quantify priorities, though not perfect, did provide a meaningful way to summarize the data in a systematic fashion. Summarization seldom if ever captures the total complexity of the subject under study, such is the case with the present needs assessment summary. Note that 47.9% of all sampled respondents chose to complete the needs assessment instruments (see Appendix B for details).

In looking at a summary of both high need functions and questions, one can see that five functions consistently emerge (see Appendix O). A short discussion of these five needs in gifted and talented education follows.

The first area dealt with ways to bring a more comprehensive method to the identification of gifted and talented students. From a review of high priority need index questions, elements to include in a more comprehensive identification process would be the following:

- Participation of all district teachers in an inservice on how to identify gifted/talented students.

- Updated selection criteria to allow for the identification of all those students who would most benefit from participation.

- An ongoing identification process for gifted and talented students should be instituted.

- Measures of student motivation, interest, and maturity should be included in the selection process.

The second need area of auxiliary support/staff dealt mainly with counseling/guidance services and library resources. A review of high need questions revealed that guidance and counseling for the gifted and talented should be expanded to include the following:

- Each elementary and secondary student should have available effective guidance and counseling services.

- These services should help students acquire:

  --An understanding of vocational trends,
  --A realization of the connection between their course work and career goals, and
  --An exploration of various career possibilities.

The library collection needs to be expanded to meet needs of both students and staff. This need seems to especially pronounced at the elementary level. To meet the library needs at the elementary level, the following elements need to be instituted:

- Provide audio visual materials for classroom use.

- Stock library materials more appropriate for gifted and talented students.

- Have library personnel inform building staff on the availability of library materials.

The area of parental involvement and commitment was the third area of greatest concern. To improve parental involvement and commitment, the following aspects need to be provided:

- More frequent two-way communication between parents and the gifted and talented program staff.
- Creation of a greater awareness of gifted and talented program goals.
- Information and techniques for parents designed to help their child develop their giftedness or talents.
- Awareness that gifted and talented program builds upon earlier programming efforts.

The fourth area of greatest need was staff development. Staff development efforts should provide for the following to meet the top needs indicated:

- Inservice training program for improving teaching skills (elementary and secondary).
- Access to consultants and to the most recent advances within each area (elementary).
- Scheduled time for discussion and deliberation of gifted/talented issues at staff meetings (secondary).
- Content in staff development sessions that specifically addresses instructional issues and priorities (secondary).
- Staff development learning goals and objectives developed by teachers (secondary).
- Recognition of teaching excellence within the gifted/talented program (elementary).

The final area of greatest need was leadership by principal. To improve principal leadership, the following elements should be implemented more fully:

- More frequent classroom observations by principal to monitor instruction.
- Careful monitoring of new practices.

Now that priority needs have been identified, the task is to use these needs to develop an action program. This cannot be done, however, without more detailed information about which specified aspects of each problem to attend to and how the various groups rated each aspect of a problem. An aid has been constructed to assist the reader (user) with this task. Appendix P contains a listing of all high need functions and questions for each group and the total. Appendix P should be a great value in translating priorities into action plans for both the elementary and secondary gifted and talented programs.

APPENDICES

APPENDIX A

School District of the City of Saginaw

550 Millard Street
Saginaw, Michigan 48607
517-776-0200

Foster B. Gibbs, Ph.D., Superintendent

April 6, 1987

Dear Parent:

As a parent of a student presently participating in the district's K-12 gifted and talented program, we are requesting your assistance in responding to the enclosed survey. The results of this survey will be used to assist decision makers in future planning of the district's gifted and talented program.

Please complete the instrument and return it to us in the enclosed self-addressed stamped envelope by **April 16, 1987.** Your responses will remain confidential and only response totals will be reported.

It is important that you do participate in this effort for the continued improvement of our gifted and talented program.

Thank you for your continued support and cooperation.

Sincerely,

Keith H Birdsall

Keith Birdsall, Director
Center for the Arts & Sciences

Valerie A. Becker

Valerie Becker, Principal
Handley Elementary School

Enclosure

BOARD OF EDUCATION
Ruth A. Braun, President James W. Woolfolk, Vice-President Richard J. Stringer, Secretary James R. Kanary, Treasurer
Ruben Daniels, Trustee Willie E. Thompson, Trustee Hazel R. Wilson, Trustee

APPENDIX A

ELEMENTARY PARENTS (EP)

A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

© 1987
Saginaw Public Schools **Instrument Code** ______

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district-wide data about the general operation of the gifted and talented program for future planning purposes.

The statements included in the survey relate to the gifted and talented program's services as provided by the school district. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways--a) as a member of your school unit (building, department, etc.) or b) as a member of the broader public with feelings, perceptions and beliefs relating to this program. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Gifted and talented program teachers know how their instructional objectives fit with the regular curriculum." You may not know have knowledge about all the program's teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.

APPENDIX A

INSTRUCTIONS

Each item on this questionnaire makes a statement about the gifted and talented program. Please read each statement carefully. You are being asked to respond, as follows:

(A) In your opinion, to what extent should the stated condition exist?

(B) From your knowledge, to what extent does the stated condition actually exist?

A) Should Exist	?	1	2	3	4	5
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
B) Actually Exists	?	1	2	3	4	5

		Should Exist	Actually Exists
EXAMPLE:	The gifted and talented program does a good job of teaching basic safety skills.	5	3

Be sure to write a response to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

	SHOULD EXIST		**ACTUALLY EXISTS**
?	Do not know the extent to which the stated condition should exist.	?	Do not know the extent to which the stated condition exists.
1	Stated condition should not exist at all.	1	Stated condition does not exist at all.
2	Stated condition should exist to a slight extent.	2	Stated condition exists to a slight extent.
3	Stated condition should exist to a moderate extent.	3	Stated condition exists to a moderate extent.
4	Stated condition should exist to a fairly large extent.	4	Stated condition exists to a fairly large extent.
5	Stated condition should exist to a very large extent.	5	Stated condition exists to a very large extent.

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
I. GENERAL ADMINISTRATION		
1. Planning is a continuous process in the gifted and talented program.	____	____
2. The program´s budget allows for allocation of resources to achieve high priority objectives.	____	____
3. Research findings are used in planning and improving educational programs.	____	____
4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.	____	____
5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	____	____
6. Test results, grade reports, attendance records and other methods are used to spot potential problems.	____	____
7. Students are well served by a gifted and talented program situated in one location.	____	____
8. The school buildings provide a safe environment for staff and students.	____	____
9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.	____	____
10. The major goals of the gifted and talented program are set with respect to the students´ needs.	____	____
II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS		
11. Students are nominated through a variety of sources including, parent, teacher, administrator, and test score referrals.	____	____
12. The identification of gifted and talented students is an ongoing process, not an annual event.	____	____
13. Identification occurs as early in the students´ lives as is possible.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
14. The identification process includes measures of student motivation, interests, and maturity.	____	____
15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.	____	____
16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	____	____
17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	____	____
18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	____	____

III. CULTURALLY DEPRIVED STUDENTS

19. Female students are offered chances to consider careers in math and science fields.	____	____
20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	____	____
21. Female and minority students are provided with positive role models in many varying careers.	____	____
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	____	____
23. Math and science teachers encourage attendance and participation by female students in their classes.	____	____
24. Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

IV. EDUCATIONAL PROGRAMS - ELEMENTARY

	Should Exist	Actually Exists
25. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.	____	____
26. Learning goals and objectives are clearly defined.	____	____
27. Standards for learning are both challenging and attainable.	____	____
28. Students are challenged at the elementary level by attending Handley.	____	____
29. Promotion at Handley is based on achievement rather than time spent in the classroom.	____	____
30. Handley does a good job preparing students for their next level of education.	____	____
31. Elementary homework is regularly assigned and checked.	____	____
32. Children have opportunities to write.	____	____
33. A special effort is made at Handley to challenge more able elementary students.	____	____
34. Elementary courses of instruction are modified frequently enough to keep them current.	____	____
35. Handley does a good job of teaching reading, writing, and arithmetic.	____	____
36. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.	____	____
37. Handley´s curriculum is congruent with the regular elementary curriculum.	____	____
38. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	____	____
39. Given the resources available, the public is satisfied with academic achievement at Handley.	____	____
40. Many of the courses provide "hands on" experience.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

		Should Exist	Actually Exists
41.	Co-curricular activities are available for students who wish to participate in them.	____	____
42.	Teachers at Handley do a good job of teaching health education (which includes a component on sex education).	____	____
43.	Information on drug education at Handley is offered at the appropriate level.	____	____
44.	Student achievement levels determine future academic planning.	____	____
45.	Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.	____	____

V. PERSONAL DEVELOPMENT OF THE STUDENT

46.	Students have opportunities to practice leadership skills.	____	____
47.	The program teaches students problem solving techniques.	____	____
48.	Students have opportunities to work with other students of similar and dissimilar abilities and interests.	____	____
49.	Students are encouraged and assisted in developing career plans.	____	____
50.	The visual and performing art classes at the Center have career establishing components as do academic courses.	____	____
51.	Helping the student to explore career possibilities is an important part of the school program.	____	____
52.	Students are expected to complete their work and meet recognized standards of quality.	____	____
53.	Students have the opportunity to develop a sense of responsibility and self-reliance.	____	____
54.	Students are encouraged to be independent thinkers.	____	____
55.	The gifted and talented program tries to develop an appreciation of learning in each student.	____	____
56.	Students are encouraged to be concerned for other people and their personal property.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
57. The program provides students with exposure to a variety of fields of study.	____	____
58. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	____	____
59. The program encourages students to establish and pursue challenging goals.	____	____
60. The program fosters the development of logical and convergent thinking in the students.	____	____
61. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	____	____
62. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	____	____

VI. CLASSROOM MANAGEMENT

63. Parents are notified of discipline problems.	____	____
64. Administrators support teachers in student discipline matters.	____	____
65. The Center and Handley have good discipline.	____	____
66. Teachers motivate students by using rewards rather than punishments.	____	____
67. Students are aware of classroom rules.	____	____
68. A secure, attractive environment is provided where the emphasis is on achievement.	____	____
69. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
VII. PARENTAL INVOLVEMENT AND COMMITMENT		
70. Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	____	____
71. Parents have options for becoming involved in activities that support the gifted and talented instructional program.	____	____
72. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	____	____
73. There is frequent two-way communication between parents and the gifted and talented program's staff.	____	____
74. Parents are aware of their responsibilities for helping students develop their giftedness or talents.	____	____
75. Parents realize the vocational value of all of the gifted and talented program's courses.	____	____
76. Parents of gifted and talented students support the program.	____	____
77. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	____	____
78. Teachers encourage parents to keep track of student progress.	____	____
79. Most parents are aware of the gifted and talented program goals.	____	____
80. Encouraging parental involvement is an integral part of the program's plans.	____	____
VIII. AUXILIARY SUPPORT AND STAFF		
81. Effective guidance and counseling are readily available to each student in the gifted and talented program.	____	____
82. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
83. Helping the student to explore career possibilities is an important part of the total gifted and talented program.	____	____
84. The guidance program helps students to realize the connection between their course work and their career goals.	____	____
85. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	____	____
86. The library personnel keep the building staff up-to-date regarding available materials.	____	____
87. Materials found in the library are appropriate to the students served.	____	____
88. Audio visual materials are available for classroom use.	____	____
89. Adequate time in the library is provided to students to select materials.	____	____
90. The library collection adequately serves the needs of staff and students.	____	____

IX. LEADERSHIP BY PRINCIPAL

91. The principals at the Center and at Handley believe that all students can learn.	____	____
92. The principals have a clear understanding of the program's goals and are able to clearly articulate them.	____	____
93. The principals are the instructional leaders.	____	____
94. The principals make frequent classroom observations to monitor instruction.	____	____
95. The principals initiate organized and systematic improvement procedures.	____	____
96. The principals promote methods that are known to create effective schools.	____	____
97. The principals carefully monitor new practices.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
98. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	___	___
99. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling.	___	___
100. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	___	___
101. The principals are active partners in long- and short-range planning.	___	___
102. The principals provide an encouraging climate for innovation and exploration by teachers and students.	___	___
103. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	___	___

X. COMMUNICATIONS/PUBLIC RELATIONS

104. The gifted and talented program conducts business in a manner that inspires public confidence.	___	___
105. The program administration provides the general public with accurate reports on its performance.	___	___
106. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff and students.	___	___
107. Parents are told about student successes.	___	___
108. The principals work to gain community support for the gifted and talented program.	___	___
109. The principals provide the community with information about the effectiveness of the program.	___	___
110. Achievement results are shared with parents.	___	___

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

		Should Exist	Actually Exists
111.	Achievement results are shared with students.	____	____
112.	The student progress reporting procedure gives parents a clear understanding of their child's progress.	____	____
113.	The principals serve as a communication link between the Board, the parents, and the community concerning the program.	____	____

APPENDIX A

SECONDARY PARENTS (SP)

A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

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Saginaw Public Schools

Instrument Code ______

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district-wide data about the general operation of the gifted and talented program for future planning purposes.

The statements included in the survey relate to the gifted and talented program´s services as provided by the school district. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways--a) as a member of your school unit (building, department, etc.) or b) as a member of the broader public with feelings, perceptions and beliefs relating to this program. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Gifted and talented program teachers know how their instructional objectives fit with the regular curriculum." You may not know have knowledge about all the program´s teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.

APPENDIX A

INSTRUCTIONS

Each item on this questionnaire makes a statement about the gifted and talented program. Please read each statement carefully. You are being asked to respond, as follows:

(A) In your opinion, to what extent should the stated condition exist?

(B) From your knowledge, to what extent does the stated condition actually exist?

A) Should Exist	?	1	2	3	4	5
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
B) Actually Exists	?	1	2	3	4	5

	Should Exist	Actually Exists
EXAMPLE: The gifted and talented program does a good job of teaching basic safety skills.	5	3

Be sure to write a response to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

SHOULD EXIST		ACTUALLY EXISTS	
?	Do not know the extent to which the stated condition should exist.	?	Do not know the extent to which the stated condition exists.
1	Stated condition should not exist at all.	1	Stated condition does not exist at all.
2	Stated condition should exist to a slight extent.	2	Stated condition exists to a slight extent.
3	Stated condition should exist to a moderate extent.	3	Stated condition exists to a moderate extent.
4	Stated condition should exist to a fairly large extent.	4	Stated condition exists to a fairly large extent.
5	Stated condition should exist to a very large extent.	5	Stated condition exists to a very large extent.

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

I. GENERAL ADMINISTRATION

	Should Exist	Actually Exists
1. Planning is a continuous process in the gifted and talented program.	____	____
2. The program's budget allows for allocation of resources to achieve high priority objectives.	____	____
3. Research findings are used in planning and improving educational programs.	____	____
4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.	____	____
5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	____	____
6. Test results, grade reports, attendance records and other methods are used to spot potential problems.	____	____
7. Students are well served by a gifted and talented program situated in one location.	____	____
8. The school buildings provide a safe environment for staff and students.	____	____
9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.	____	____
10. The major goals of the gifted and talented program are set with respect to the students' needs.	____	____

II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS

11. Students are nominated through a variety of sources including, parent, teacher, administrator, and test score referrals.	____	____
12. The identification of gifted and talented students is an ongoing process, not an annual event.	____	____
13. Identification occurs as early in the students' lives as is possible.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
14. The identification process includes measures of student motivation, interests, and maturity.	___	___
15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.	___	___
16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	___	___
17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	___	___
18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	___	___

III. CULTURALLY DEPRIVED STUDENTS

19. Female students are offered chances to consider careers in math and science fields.	___	___
20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	___	___
21. Female and minority students are provided with positive role models in many varying careers.	___	___
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	___	___
23. Math and science teachers encourage attendance and participation by female students in their classes.	___	___
24. Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives.	___	___

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

IV. EDUCATIONAL PROGRAMS - SECONDARY

	Should Exist	Actually Exists
25. A value system emphasizing achievement is shared by the gifted and talented staff, students and parents/community.	____	____
26. Learning goals and objectives are clearly defined.	____	____
27. Secondary students benefit from spending a half day with their same age peers.	____	____
28. The public is satisfied with achievement at the Center for the Arts and Sciences.	____	____
29. The courses of instruction are modified frequently to keep them current.	____	____
30. The course work illustrates the inter-relatedness of the various disciplines.	____	____
31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	____	____
32. Many of the courses provide "hands on" experience.	____	____
33. Special attention is focused on building good continuity across grade levels and programs.	____	____
34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	____	____
35. Collaborative curriculum planning and decision making are typical.	____	____
36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.	____	____
37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	____	____
38. Information on drug education at the Center is offered at the appropriate level.	____	____
39. Student achievement levels assist in future curricular planning.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
40. Curricular plans on a given topic allow students to select a subtopic for in-depth, independent study.	___	___
41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum.	___	___
42. The course work helps to develop students' skills in research methods.	___	___
43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom.	___	___

V. PERSONAL DEVELOPMENT OF THE STUDENT

	Should Exist	Actually Exists
44. Students have opportunities to practice leadership skills.	___	___
45. The program teaches students problem solving techniques.	___	___
46. Students have opportunities to work with other students of similar and dissimilar abilities and interests.	___	___
47. Students are encouraged and assisted in developing career plans.	___	___
48. The visual and performing art classes at the Center have career establishing components as do academic courses.	___	___
49. Helping the student to explore career possibilities is an important part of the school program.	___	___
50. Students are expected to complete their work and meet recognized standards of quality.	___	___
51. Students have the opportunity to develop a sense of responsibility and self-reliance.	___	___
52. Students are encouraged to be independent thinkers.	___	___
53. The gifted and talented program tries to develop an appreciation of learning in each student.	___	___
54. Students are encouraged to be concerned for other people and their personal property.	___	___

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
55. The program provides students with exposure to a variety of fields of study.	____	____
56. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	____	____
57. The program encourages students to establish and pursue challenging goals.	____	____
58. The program fosters the development of logical and convergent thinking in the students.	____	____
59. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	____	____
60. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	____	____

VI. CLASSROOM MANAGEMENT

61. Parents are notified of discipline problems.	____	____
62. Administrators support teachers in student discipline matters.	____	____
63. The Center and Handley have good discipline.	____	____
64. Teachers motivate students by using rewards rather than punishments.	____	____
65. Students are aware of classroom rules.	____	____
66. A secure, attractive environment is provided where the emphasis is on achievement.	____	____
67. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

VII. PARENTAL INVOLVEMENT AND COMMITMENT

	Should Exist	Actually Exists
68. Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	___	___
69. Parents have options for becoming involved in activities that support the gifted and talented instructional program.	___	___
70. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	___	___
71. There is frequent two-way communication between parents and the gifted and talented program's staff.	___	___
72. Parents are aware of their responsibilities for helping students develop their giftedness or talents.	___	___
73. Parents realize the vocational value of all of the gifted and talented program's courses.	___	___
74. Parents of gifted and talented students support the program.	___	___
75. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	___	___
76. Teachers encourage parents to keep track of student progress.	___	___
77. Most parents are aware of the gifted and talented program goals.	___	___
78. Encouraging parental involvement is an integral part of the program's plans.	___	___

VIII. AUXILIARY SUPPORT AND STAFF

	Should Exist	Actually Exists
79. Effective guidance and counseling are readily available to each student in the gifted and talented program.	___	___
80. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	___	___

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

		Should Exist	Actually Exists
81.	Helping the student to explore career possibilities is an important part of the total gifted and talented program.	____	____
82.	The guidance program helps students to realize the connection between their course work and their career goals.	____	____
83.	The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	____	____
84.	The library personnel keep the building staff up-to-date regarding available materials.	____	____
85.	Materials found in the library are appropriate to the students served.	____	____
86.	Audio visual materials are available for classroom use.	____	____
87.	Adequate time in the library is provided to students to select materials.	____	____
88.	The library collection adequately serves the needs of staff and students.	____	____

IX. LEADERSHIP BY PRINCIPAL

89.	The principals at the Center and at Handley believe that all students can learn.	____	____
90.	The principals have a clear understanding of the program's goals and are able to clearly articulate them.	____	____
91.	The principals are the instructional leaders.	____	____
92.	The principals make frequent classroom observations to monitor instruction.	____	____
93.	The principals initiate organized and systematic improvement procedures.	____	____
94.	The principals promote methods that are known to create effective schools.	____	____
95.	The principals carefully monitor new practices.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

		Should Exist	Actually Exists
96.	The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	____	____
97.	The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling.	____	____
98.	The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	____	____
99.	The principals are active partners in long- and short-range planning.	____	____
100.	The principals provide an encouraging climate for innovation and exploration by teachers and students.	____	____
101.	The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	____	____

X. COMMUNICATIONS/PUBLIC RELATIONS

102.	The gifted and talented program conducts business in a manner that inspires public confidence.	____	____
103.	The program administration provides the general public with accurate reports on its performance.	____	____
104.	Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff and students.	____	____
105.	Parents are told about student successes.	____	____
106.	The principals work to gain community support for the gifted and talented program.	____	____
107.	The principals provide the community with information about the effectiveness of the program.	____	____
108.	Achievement results are shared with parents.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
109. Achievement results are shared with students.	____	____
110. The student progress reporting procedure gives parents a clear understanding of their child's progress.	____	____
111. The principals serve as a communication link between the Board, the parents, and the community concerning the program.	____	____

APPENDIX A

SECONDARY STUDENTS (SS)

A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

© 1987
Saginaw Public Schools

Instrument Code ______

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district-wide data about the general operation of the gifted and talented program for future planning purposes.

The statements included in the survey relate to the gifted and talented program's services as provided by the school district. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways--a) as a member of your school unit (building, department, etc.) or b) as a member of the broader public with feelings, perceptions and beliefs relating to this program. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Gifted and talented program teachers know how their instructional objectives fit with the regular curriculum." You may not know have knowledge about all the program's teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.

APPENDIX A

INSTRUCTIONS

Each item on this questionnaire makes a statement about the gifted and talented program. Please read each statement carefully. You are being asked to respond, as follows:

(A) In your opinion, to what extent should the stated condition exist?

(B) From your knowledge, to what extent does the stated condition actually exist?

	?	1	2	3	4	5
A) Should Exist	?	1	2	3	4	5
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
B) Actually Exists	?	1	2	3	4	5

	Should Exist	Actually Exists
EXAMPLE: The gifted and talented program does a good job of teaching basic safety skills.	5	3

Be sure to write a response to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

	SHOULD EXIST		ACTUALLY EXISTS
?	Do not know the extent to which the stated condition should exist.	?	Do not know the extent to which the stated condition exists.
1	Stated condition should not exist at all.	1	Stated condition does not exist at all.
2	Stated condition should exist to a slight extent.	2	Stated condition exists to a slight extent.
3	Stated condition should exist to a moderate extent.	3	Stated condition exists to a moderate extent.
4	Stated condition should exist to a fairly large extent.	4	Stated condition exists to a fairly large extent.
5	Stated condition should exist to a very large extent.	5	Stated condition exists to a very large extent.

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

I. IDENTIFICATION OF GIFTED/TALENTED STUDENTS

	Should Exist	Actually Exists
1. Students are nominated through a variety of sources including, parent, teacher, administrator, and test score referrals.	____	____
2. The identification of gifted and talented students is an ongoing process, not an annual event.	____	____
3. Identification occurs as early in the students' lives as is possible.	____	____
4. The identification process includes measures of student motivation, interests, and maturity.	____	____
5. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.	____	____
6. All the teachers in the district participate in inservices on how to identify gifted/talented students.	____	____
7. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	____	____
8. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	____	____

II. CULTURALLY DEPRIVED STUDENTS

	Should Exist	Actually Exists
9. Female students are offered chances to consider careers in math and science fields.	____	____
10. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	____	____
11. Female and minority students are provided with positive role models in many varying careers.	____	____
12. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
13. Math and science teachers encourage attendance and participation by female students in their classes.	____	____
14. Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives.	____	____

III. EDUCATIONAL PROGRAMS - SECONDARY

15. A value system emphasizing achievement is shared by the gifted and talented staff, students and parents/community.	____	____
16. Learning goals and objectives are clearly defined.	____	____
17. Secondary students benefit from spending a half day with their same age peers.	____	____
18. The public is satisfied with achievement at the Center for the Arts and Sciences.	____	____
19. The courses of instruction are modified frequently to keep them current.	____	____
20. The course work illustrates the inter-relatedness of the various disciplines.	____	____
21. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	____	____
22. Many of the courses provide "hands on" experience.	____	____
23. Special attention is focused on building good continuity across grade levels and programs.	____	____
24. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	____	____
25. Collaborative curriculum planning and decision making are typical.	____	____
26. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
27. The Honors´ programs in the high schools do a sufficient job of providing advanced course work to gifted students.	___	___
28. Information on drug education at the Center is offered at the appropriate level.	___	___
29. Student achievement levels assist in future curricular planning.	___	___
30. Curricular plans on a given topic allow students to select a subtopic for in-depth, independent study.	___	___
31. Teachers at the Center integrate basic and higher level thinking skills into the curriculum.	___	___
32. The course work helps to develop students´ skills in research methods.	___	___
33. Learning activities at the Center take place at a more appropriate pace than in the home school classroom.	___	___

IV. PERSONAL DEVELOPMENT OF THE STUDENT

34. Students have opportunities to practice leadership skills.	___	___
35. The program teaches students problem solving techniques.	___	___
36. Students have opportunities to work with other students of similar and dissimilar abilities and interests.	___	___
37. Students are encouraged and assisted in developing career plans.	___	___
38. The visual and performing art classes at the Center have career establishing components as do academic courses.	___	___
39. Helping the student to explore career possibilities is an important part of the school program.	___	___
40. Students are expected to complete their work and meet recognized standards of quality.	___	___
41. Students have the opportunity to develop a sense of responsibility and self-reliance.	___	___

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
42. Students are encouraged to be independent thinkers.	____	____
43. The gifted and talented program tries to develop an appreciation of learning in each student.	____	____
44. Students are encouraged to be concerned for other people and their personal property.	____	____
45. The program provides students with exposure to a variety of fields of study.	____	____
46. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	____	____
47. The program encourages students to establish and pursue challenging goals.	____	____
48. The program fosters the development of logical and convergent thinking in the students.	____	____
49. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	____	____
50. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	____	____

V. CLASSROOM MANAGEMENT

51. Parents are notified of discipline problems.	____	____
52. Administrators support teachers in student discipline matters.	____	____
53. The Center and Handley have good discipline.	____	____
54. Teachers motivate students by using rewards rather than punishments.	____	____
55. Students are aware of classroom rules.	____	____
56. A secure, attractive environment is provided where the emphasis is on achievement.	____	____

APPENDIX A

?	1	2	3	4	5
Do not *know*	Not at *all*	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
57. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	___	___
VI. TEACHER VALUES AND APPROACHES		
58. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	___	___
59. Teachers set and maintain a brisk instructional pace.	___	___
60. Teachers communicate effectively.	___	___
61. Teachers explain and demonstrate rather than just assign seat work.	___	___
62. Teachers emphasize active student participation in their classes.	___	___
63. Teachers teach at the correct level of difficulty to promote student learning.	___	___
64. Teachers work on accomplishing the instructional goals and objectives with students.	___	___
65. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	___	___
66. Learning tasks are matched to lesson content so student success rate is high.	___	___
67. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	___	___
68. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	___	___
69. Feedback to students is tied to learning objectives.	___	___
70. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.	___	___
71. Classroom routines are smooth and efficient.	___	___

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
72. Teachers have assignments or activities ready when students arrive.	____	____
73. Very little time is spent on non-learning activities.	____	____
74. Teachers know curriculum policies and priorities.	____	____
75. Teachers are responsive to the student´s point of view.	____	____
76. Teachers are competent in student counseling services.	____	____
77. Teachers function more like facilitators than directors in their approaches to the students´ course work.	____	____

VII. AUXILIARY SUPPORT AND STAFF

78. Effective guidance and counseling are readily available to each student in the gifted and talented program.	____	____
79. The gifted and talented program´s guidance program helps students acquire an understanding of vocational trends.	____	____
80. Helping the student to explore career possibilities is an important part of the total gifted and talented program.	____	____
81. The guidance program helps students to realize the connection between their course work and their career goals.	____	____
82. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	____	____
83. The library personnel keep the building staff up-to-date regarding available materials.	____	____
84. Materials found in the library are appropriate to the students served.	____	____
85. Audio visual materials are available for classroom use.	____	____
86. Adequate time in the library is provided to students to select materials.	____	____
87. The library collection adequately serves the needs of staff and students.	____	____

APPENDIX A

SECONDARY PROFESSIONAL STAFF (SPS)

A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

ⓒ1987
Saginaw Public Schools

Instrument Code ______

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district-wide data about the general operation of the gifted and talented program for future planning purposes.

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Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.

APPENDIX A

INSTRUCTIONS

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(A) In your opinion, to what extent should the stated condition exist?

(B) From your knowledge, to what extent does the stated condition actually exist?

A) Should Exist	?	1	2	3	4	5
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
B) Actually Exists	?	1	2	3	4	5

	Should Exist	Actually Exists
EXAMPLE: The gifted and talented program does a good job of teaching basic safety skills.	5	3

Be sure to write a response to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

	SHOULD EXIST		**ACTUALLY EXISTS**
?	Do not know the extent to which the stated condition should exist.	?	Do not know the extent to which the stated condition exists.
1	Stated condition should not exist at all.	1	Stated condition does not exist at all.
2	Stated condition should exist to a slight extent.	2	Stated condition exists to a slight extent.
3	Stated condition should exist to a moderate extent.	3	Stated condition exists to a moderate extent.
4	Stated condition should exist to a fairly large extent.	4	Stated condition exists to a fairly large extent.
5	Stated condition should exist to a very large extent.	5	Stated condition exists to a very large extent.

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
I. GENERAL ADMINISTRATION		
1. Planning is a continuous process in the gifted and talented program.	____	____
2. The program's budget allows for allocation of resources to achieve high priority objectives.	____	____
3. Research findings are used in planning and improving educational programs.	____	____
4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.	____	____
5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	____	____
6. Test results, grade reports, attendance records and other methods are used to spot potential problems.	____	____
7. Students are well served by a gifted and talented program situated in one location.	____	____
8. The school buildings provide a safe environment for staff and students.	____	____
9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.	____	____
10. The major goals of the gifted and talented program are set with respect to the students' needs.	____	____
II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS		
11. Students are nominated through a variety of sources including, parent, teacher, administrator, and test score referrals.	____	____
12. The identification of gifted and talented students is an ongoing process, not an annual event.	____	____
13. Identification occurs as early in the students' lives as is possible.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
14. The identification process includes measures of student motivation, interests, and maturity.	___	___
15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.	___	___
16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	___	___
17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	___	___
18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	___	___

III. CULTURALLY DEPRIVED STUDENTS

19. Female students are offered chances to consider careers in math and science fields.	___	___
20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	___	___
21. Female and minority students are provided with positive role models in many varying careers.	___	___
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	___	___
23. Math and science teachers encourage attendance and participation by female students in their classes.	___	___
24. Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives.	___	___

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
IV. EDUCATIONAL PROGRAMS - SECONDARY		
25. A value system emphasizing achievement is shared by the gifted and talented staff, students and parents/community.	____	____
26. Learning goals and objectives are clearly defined.	____	____
27. Secondary students benefit from spending a half day with their same age peers.	____	____
28. The public is satisfied with achievement at the Center for the Arts and Sciences.	____	____
29. The courses of instruction are modified frequently to keep them current.	____	____
30. The course work illustrates the inter-relatedness of the various disciplines.	____	____
31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	____	____
32. Many of the courses provide "hands on" experience.	____	____
33. Special attention is focused on building good continuity across grade levels and programs.	____	____
34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	____	____
35. Collaborative curriculum planning and decision making are typical.	____	____
36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.	____	____
37. The Honors´ programs in the high schools do a sufficient job of providing advanced course work to gifted students.	____	____
38. Information on drug education at the Center is offered at the appropriate level.	____	____
39. Student achievement levels assist in future curricular planning.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
40. Curricular plans on a given topic allow students to select a subtopic for in-depth, independent study.	____	____
41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum.	____	____
42. The course work helps to develop students' skills in research methods.	____	____
43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom.	____	____

V. PERSONAL DEVELOPMENT OF THE STUDENT

	Should Exist	Actually Exists
44. Students have opportunities to practice leadership skills.	____	____
45. The program teaches students problem solving techniques.	____	____
46. Students have opportunities to work with other students of similar and dissimilar abilities and interests.	____	____
47. Students are encouraged and assisted in developing career plans.	____	____
48. The visual and performing art classes at the Center have career establishing components as do academic courses.	____	____
49. Helping the student to explore career possibilities is an important part of the school program.	____	____
50. Students are expected to complete their work and meet recognized standards of quality.	____	____
51. Students have the opportunity to develop a sense of responsibility and self-reliance.	____	____
52. Students are encouraged to be independent thinkers.	____	____
53. The gifted and talented program tries to develop an appreciation of learning in each student.	____	____
54. Students are encouraged to be concerned for other people and their personal property.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

		Should Exist	Actually Exists
55.	The program provides students with exposure to a variety of fields of study.	____	____
56.	The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	____	____
57.	The program encourages students to establish and pursue challenging goals.	____	____
58.	The program fosters the development of logical and convergent thinking in the students.	____	____
59.	The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	____	____
60.	The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	____	____

VI. CLASSROOM MANAGEMENT

61.	Parents are notified of discipline problems.	____	____
62.	Administrators support teachers in student discipline matters.	____	____
63.	The Center and Handley have good discipline.	____	____
64.	Teachers motivate students by using rewards rather than punishments.	____	____
65.	Students are aware of classroom rules.	____	____
66.	A secure, attractive environment is provided where the emphasis is on achievement.	____	____
67.	An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
VII. TEACHER VALUES AND APPROACHES		
68. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	____	____
69. Teachers set and maintain a brisk instructional pace.	____	____
70. Teachers communicate effectively.	____	____
71. Teachers explain and demonstrate rather than just assign seat work.	____	____
72. Teachers emphasize active student participation in their classes.	____	____
73. Teachers teach at the correct level of difficulty to promote student learning.	____	____
74. Teachers work on accomplishing the instructional goals and objectives with students.	____	____
75. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	____	____
76. Learning tasks are matched to lesson content so student success rate is high.	____	____
77. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	____	____
78. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	____	____
79. Feedback to students is tied to learning objectives.	____	____
80. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.	____	____
81. Classroom routines are smooth and efficient.	____	____
82. Teachers have assignments or activities ready when students arrive.	____	____
83. Very little time is spent on non-learning activities.	____	____
84. Teachers know curriculum policies and priorities.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
85. Teachers are responsive to the student's point of view.	____	____
86. Teachers are competent in student counseling services.	____	____
87. Teachers function more like facilitators than directors in their approaches to the students' course work.	____	____

VIII. STAFF DEVELOPMENT

88. Within the program, emphasis is given to staff development and teacher skill building.	____	____
89. Staff development programs are effectively coordinated.	____	____
90. The gifted and talented program has an effective inservice training program for improving teaching skills.	____	____
91. The inservices provide valuable teaching tools or information.	____	____
92. Content in staff development sessions addresses instructional issues and priorities.	____	____
93. Staff development and training are supported with time and other necessary resources.	____	____
94. The teachers and students have access to consultants and to the most recent advances within each area.	____	____
95. Administrators are involved in some type of professional development program.	____	____
96. The administration supports career enhancement possibilities for the staff members.	____	____
97. Teaching excellence in the program is recognized.	____	____
98. Staff development learning goals and objectives are developed by teachers.	____	____
99. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

IX. PARENTAL INVOLVEMENT AND COMMITMENT

	Should Exist	Actually Exists
100. Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	____	____
101. Parents have options for becoming involved in activities that support the gifted and talented instructional program.	____	____
102. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	____	____
103. There is frequent two-way communication between parents and the gifted and talented program's staff.	____	____
104. Parents are aware of their responsibilities for helping students develop their giftedness or talents.	____	____
105. Parents realize the vocational value of all of the gifted and talented program's courses.	____	____
106. Parents of gifted and talented students support the program.	____	____
107. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	____	____
108. Teachers encourage parents to keep track of student progress.	____	____
109. Most parents are aware of the gifted and talented program goals.	____	____
110. Encouraging parental involvement is an integral part of the program's plans.	____	____

X. AUXILIARY SUPPORT AND STAFF

	Should Exist	Actually Exists
111. Effective guidance and counseling are readily available to each student in the gifted and talented program.	____	____
112. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	____	____

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

Should Exist / Actually Exists

113. Helping the student to explore career possibilities is an important part of the total gifted and talented program. ____ ____

114. The guidance program helps students to realize the connection between their course work and their career goals. ____ ____

115. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. ____ ____

116. The library personnel keep the building staff up-to-date regarding available materials. ____ ____

117. Materials found in the library are appropriate to the students served. ____ ____

118. Audio visual materials are available for classroom use. ____ ____

119. Adequate time in the library is provided to students to select materials. ____ ____

120. The library collection adequately serves the needs of staff and students. ____ ____

XI. LEADERSHIP BY PRINCIPAL

121. The principals at the Center and at Handley believe that all students can learn. ____ ____

122. The principals have a clear understanding of the program's goals and are able to clearly articulate them. ____ ____

123. The principals are the instructional leaders. ____ ____

124. The principals make frequent classroom observations to monitor instruction. ____ ____

125. The principals initiate organized and systematic improvement procedures. ____ ____

126. The principals promote methods that are known to create effective schools. ____ ____

127. The principals carefully monitor new practices. ____ ____

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

Should Exist   Actually Exists

128. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. ____ ____

129. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling. ____ ____

130. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. ____ ____

131. The principals are active partners in long- and short-range planning. ____ ____

132. The principals provide an encouraging climate for innovation and exploration by teachers and students. ____ ____

133. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. ____ ____

XII. COMMUNICATIONS/PUBLIC RELATIONS

134. The gifted and talented program conducts business in a manner that inspires public confidence. ____ ____

135. The program administration provides the general public with accurate reports on its performance. ____ ____

136. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff and students. ____ ____

137. Parents are told about student successes. ____ ____

138. The principals work to gain community support for the gifted and talented program. ____ ____

139. The principals provide the community with information about the effectiveness of the program. ____ ____

140. Achievement results are shared with parents. ____ ____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

		Should Exist	Actually Exists
141.	Achievement results are shared with students.	___	___
142.	The student progress reporting procedure gives parents a clear understanding of their child's progress.	___	___
143.	The principals serve as a communication link between the Board, the parents, and the community concerning the program.	___	___

APPENDIX A

ELEMENTARY PROFESSIONAL STAFF (EPS)
A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

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Saginaw Public Schools

Instrument Code ______

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district-wide data about the general operation of the gifted and talented program for future planning purposes.

The statements included in the survey relate to the gifted and talented program's services as provided by the school district. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways--a) as a member of your school unit (building, department, etc.) or b) as a member of the broader public with feelings, perceptions and beliefs relating to this program. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Gifted and talented program teachers know how their instructional objectives fit with the regular curriculum." You may not know have knowledge about all the program's teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.

APPENDIX A

INSTRUCTIONS

Each item on this questionnaire makes a statement about the gifted and talented program. Please read each statement carefully. You are being asked to respond, as follows:

(A) In your opinion, to what extent should the stated condition exist?

(B) From your knowledge, to what extent does the stated condition actually exist?

A) Should Exist	?	1	2	3	4	5
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
B) Actually Exists	?	1	2	3	4	5

	Should Exist	Actually Exists
EXAMPLE: The gifted and talented program does a good job of teaching basic safety skills.	5	3

Be sure to write a response to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

	SHOULD EXIST		ACTUALLY EXISTS
?	Do not know the extent to which the stated condition should exist.	?	Do not know the extent to which the stated condition exists.
1	Stated condition should not exist at all.	1	Stated condition does not exist at all.
2	Stated condition should exist to a slight extent.	2	Stated condition exists to a slight extent.
3	Stated condition should exist to a moderate extent.	3	Stated condition exists to a moderate extent.
4	Stated condition should exist to a fairly large extent.	4	Stated condition exists to a fairly large extent.
5	Stated condition should exist to a very large extent.	5	Stated condition exists to a very large extent.

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
I. GENERAL ADMINISTRATION		
1. Planning is a continuous process in the gifted and talented program.	____	____
2. The program's budget allows for allocation of resources to achieve high priority objectives.	____	____
3. Research findings are used in planning and improving educational programs.	____	____
4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.	____	____
5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	____	____
6. Test results, grade reports, attendance records and other methods are used to spot potential problems.	____	____
7. Students are well served by a gifted and talented program situated in one location.	____	____
8. The school buildings provide a safe environment for staff and students.	____	____
9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.	____	____
10. The major goals of the gifted and talented program are set with respect to the students' needs.	____	____
II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS		
11. Students are nominated through a variety of sources including, parent, teacher, administrator, and test score referrals.	____	____
12. The identification of gifted and talented students is an ongoing process, not an annual event.	____	____
13. Identification occurs as early in the students' lives as is possible.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
14. The identification process includes measures of student motivation, interests, and maturity.	___	___
15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.	___	___
16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	___	___
17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	___	___
18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	___	___

III. CULTURALLY DEPRIVED STUDENTS

19. Female students are offered chances to consider careers in math and science fields.	___	___
20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	___	___
21. Female and minority students are provided with positive role models in many varying careers.	___	___
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	___	___
23. Math and science teachers encourage attendance and participation by female students in their classes.	___	___
24. Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives.	___	___

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

IV. EDUCATIONAL PROGRAMS - ELEMENTARY

	Should Exist	Actually Exists
25. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.	____	____
26. Learning goals and objectives are clearly defined.	____	____
27. Standards for learning are both challenging and attainable.	____	____
28. Students are challenged at the elementary level by attending Handley.	____	____
29. Promotion at Handley is based on achievement rather than time spent in the classroom.	____	____
30. Handley does a good job preparing students for their next level of education.	____	____
31. Elementary homework is regularly assigned and checked.	____	____
32. Children have opportunities to write.	____	____
33. A special effort is made at Handley to challenge more able elementary students.	____	____
34. Elementary courses of instruction are modified frequently enough to keep them current.	____	____
35. Handley does a good job of teaching reading, writing, and arithmetic.	____	____
36. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.	____	____
37. Handley's curriculum is congruent with the regular elementary curriculum.	____	____
38. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	____	____
39. Given the resources available, the public is satisfied with academic achievement at Handley.	____	____
40. Many of the courses provide "hands on" experience.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
41. Co-curricular activities are available for students who wish to participate in them.	___	___
42. Teachers at Handley do a good job of teaching health education (which includes a component on sex education).	___	___
43. Information on drug education at Handley is offered at the appropriate level.	___	___
44. Student achievement levels determine future academic planning.	___	___
45. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.	___	___

V. PERSONAL DEVELOPMENT OF THE STUDENT

	Should Exist	Actually Exists
46. Students have opportunities to practice leadership skills.	___	___
47. The program teaches students problem solving techniques.	___	___
48. Students have opportunities to work with other students of similar and dissimilar abilities and interests.	___	___
49. Students are encouraged and assisted in developing career plans.	___	___
50. The visual and performing art classes at the Center have career establishing components as do academic courses.	___	___
51. Helping the student to explore career possibilities is an important part of the school program.	___	___
52. Students are expected to complete their work and meet recognized standards of quality.	___	___
53. Students have the opportunity to develop a sense of responsibility and self-reliance.	___	___
54. Students are encouraged to be independent thinkers.	___	___
55. The gifted and talented program tries to develop an appreciation of learning in each student.	___	___
56. Students are encouraged to be concerned for other people and their personal property.	___	___

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
57. The program provides students with exposure to a variety of fields of study.	___	___
58. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	___	___
59. The program encourages students to establish and pursue challenging goals.	___	___
60. The program fosters the development of logical and convergent thinking in the students.	___	___
61. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	___	___
62. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	___	___

VI. CLASSROOM MANAGEMENT

63. Parents are notified of discipline problems.	___	___
64. Administrators support teachers in student discipline matters.	___	___
65. The Center and Handley have good discipline.	___	___
66. Teachers motivate students by using rewards rather than punishments.	___	___
67. Students are aware of classroom rules.	___	___
68. A secure, attractive environment is provided where the emphasis is on achievement.	___	___
69. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	___	___

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
VII. TEACHER VALUES AND APPROACHES		
70. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	____	____
71. Teachers set and maintain a brisk instructional pace.	____	____
72. Teachers communicate effectively.	____	____
73. Teachers explain and demonstrate rather than just assign seat work.	____	____
74. Teachers emphasize active student participation in their classes.	____	____
75. Teachers teach at the correct level of difficulty to promote student learning.	____	____
76. Teachers work on accomplishing the instructional goals and objectives with students.	____	____
77. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	____	____
78. Learning tasks are matched to lesson content so student success rate is high.	____	____
79. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	____	____
80. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	____	____
81. Feedback to students is tied to learning objectives.	____	____
82. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.	____	____
83. Classroom routines are smooth and efficient.	____	____
84. Teachers have assignments or activities ready when students arrive.	____	____
85. Very little time is spent on non-learning activities.	____	____
86. Teachers know curriculum policies and priorities.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
87. Teachers are responsive to the student's point of view.	___	___
88. Teachers are competent in student counseling services.	___	___
89. Teachers function more like facilitators than directors in their approaches to the students' course work.	___	___

VIII. STAFF DEVELOPMENT

90. Within the program, emphasis is given to staff development and teacher skill building.	___	___
91. Staff development programs are effectively coordinated.	___	___
92. The gifted and talented program has an effective inservice training program for improving teaching skills.	___	___
93. The inservices provide valuable teaching tools or information.	___	___
94. Content in staff development sessions addresses instructional issues and priorities.	___	___
95. Staff development and training are supported with time and other necessary resources.	___	___
96. The teachers and students have access to consultants and to the most recent advances within each area.	___	___
97. Administrators are involved in some type of professional development program.	___	___
98. The administration supports career enhancement possibilities for the staff members.	___	___
99. Teaching excellence in the program is recognized.	___	___
100. Staff development learning goals and objectives are developed by teachers.	___	___
101. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	___	___

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

IX. PARENTAL INVOLVEMENT AND COMMITMENT

		Should Exist	Actually Exists
102.	Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	____	____
103.	Parents have options for becoming involved in activities that support the gifted and talented instructional program.	____	____
104.	The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	____	____
105.	There is frequent two-way communication between parents and the gifted and talented program's staff.	____	____
106.	Parents are aware of their responsibilities for helping students develop their giftedness or talents.	____	____
107.	Parents realize the vocational value of all of the gifted and talented program's courses.	____	____
108.	Parents of gifted and talented students support the program.	____	____
109.	Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	____	____
110.	Teachers encourage parents to keep track of student progress.	____	____
111.	Most parents are aware of the gifted and talented program goals.	____	____
112.	Encouraging parental involvement is an integral part of the program's plans.	____	____

X. AUXILIARY SUPPORT AND STAFF

113.	Effective guidance and counseling are readily available to each student in the gifted and talented program.	____	____
114.	The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

		Should Exist	Actually Exists
115.	Helping the student to explore career possibilities is an important part of the total gifted and talented program.	___	___
116.	The guidance program helps students to realize the connection between their course work and their career goals.	___	___
117.	The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	___	___
118.	The library personnel keep the building staff up-to-date regarding available materials.	___	___
119.	Materials found in the library are appropriate to the students served.	___	___
120.	Audio visual materials are available for classroom use.	___	___
121.	Adequate time in the library is provided to students to select materials.	___	___
122.	The library collection adequately serves the needs of staff and students.	___	___

XI. LEADERSHIP BY PRINCIPAL

123.	The principals at the Center and at Handley believe that all students can learn.	___	___
124.	The principals have a clear understanding of the program's goals and are able to clearly articulate them.	___	___
125.	The principals are the instructional leaders.	___	___
126.	The principals make frequent classroom observations to monitor instruction.	___	___
127.	The principals initiate organized and systematic improvement procedures.	___	___
128.	The principals promote methods that are known to create effective schools.	___	___
129.	The principals carefully monitor new practices.	___	___

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
130. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	___	___
131. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling.	___	___
132. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	___	___
133. The principals are active partners in long- and short-range planning.	___	___
134. The principals provide an encouraging climate for innovation and exploration by teachers and students.	___	___
135. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	___	___

XII. COMMUNICATIONS/PUBLIC RELATIONS

136. The gifted and talented program conducts business in a manner that inspires public confidence.	___	___
137. The program administration provides the general public with accurate reports on its performance.	___	___
138. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff and students.	___	___
139. Parents are told about student successes.	___	___
140. The principals work to gain community support for the gifted and talented program.	___	___
141. The principals provide the community with information about the effectiveness of the program.	___	___
142. Achievement results are shared with parents.	___	___

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
143. Achievement results are shared with students.	____	____
144. The student progress reporting procedure gives parents a clear understanding of their child's progress.	____	____
145. The principals serve as a communication link between the Board, the parents, and the community concerning the program.	____	____

APPENDIX B

TABLE B.1. GROUPS SURVEYED AND RETURN RATES FOR THE 1987 GIFTED AND TALENTED NEEDS ASSESSMENT.

Groups Surveyed	Count and Description of Individuals in Each Population	Returns #	Returns %
Secondary Students (SS)	All 343 students enrolled in the Center for the Arts and Sciences (CAS) during the second semester of the 1986-87 school year.	291	84.8
Elementary Professional Staff (EPS)	All 21 teachers and administrators at the Program for the Gifted and Talented (PCAT) employed during the second semester of the 1986-87 school year.	13	61.9
Secondary Professional Staff (SPS)	All 16 teachers, administrators, and counselor employed at the CAS during the second semester of 1986-87 school year.	16	100.0
Elementary Parents (EP)	All 310 elementary parents who had students enrolled in PCAT during the 1986-87 school year.	91	29.4
Secondary Parents (SP)	Al 314 secondary parents who had students enrolled in CAS during the 1986-87 school year.*	70	22.2

*If a parent had both an elementary and secondary student, the parent was only requested to compete a secondary parent instrument.

APPENDIX C

DISTRICT-WIDE TOTAL (T): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

FUNCTION	Rank	Desired	Actual	Need Index	Priority Need Index
Identification of Gifted/Talented Students	1	4.58	3.42	1.16	5.33
Auxiliary Support and Staff	2	4.72	3.61	1.11	5.22
Parental Involvement and Commitment	3	4.76	3.73	1.04	4.93
Staff Development	4	4.80	3.85	0.95	4.57
Leadership by Principal	5	4.63	3.75	0.88	4.09
Educational Programs--Secondary	6	4.58	3.74	0.83	3.82
General Administration	7	4.70	3.89	0.81	3.79
Communications/Public Relations	8	4.76	3.98	0.78	3.72
Personal Development of the Student	9	4.75	4.16	0.59	2.81
Teacher Values and Approaches	10.5	4.70	4.11	0.58	2.74
Classroom Management	10.5	4.75	4.17	0.58	2.74
Culturally Deprived Students	12	4.71	4.18	0.53	2.48
Educational Programs--Elementary	13	4.77	4.35	0.42	2.02

APPENDIX D

DISTRICT-WIDE TOTAL (T)
AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION
SPRING, 1987.

Questions by Function	Desired	Actual	Need Index	Priority Need Index
I. GENERAL ADMINISTRATION	4.70	3.89	0.81	3.79
1. Planning is a continuous process in the gifted and talented program.	4.89	4.16	0.73	3.58
2. The program's budget allows for allocation of resources to achieve high priority objectives.	4.77	3.48	1.29	6.14
3. Research findings are used in planning and improving educational programs.	4.53	3.52	1.01	4.59
4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.	4.52	3.73	0.80	3.61
5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	4.58	3.67	0.91	4.18
6. Test results, grade reports, attendance records and other methods are used to spot potential problems.	4.66	4.18	0.48	2.24
7. Students are well served by a gifted and talented program situated in one location.	4.68	4.20	0.47	2.20
8. The school buildings provide a safe environment for staff and students.	4.89	4.19	0.70	3.41
9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.	4.63	3.77	0.85	3.94
10. The major goals of the gifted and talented program are set with respect to the students' needs.	4.82	3.99	0.83	3.98

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS	4.58	3.42	1.16	5.53
11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.	4.77	4.18	0.58	2.78
12. The identification of gifted and talented students is an ongoing process, not an annual event.	4.73	3.62	1.11	5.26
13. Identification occurs as early in the students´ lives as is possible.	4.55	3.56	1.00	4.54
14. The identification process includes measures of student motivation, interests, and maturity.	4.58	3.46	1.12	5.11
15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.	4.26	3.38	0.88	3.73
16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	4.60	2.71	1.89	8.67
17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	4.65	3.29	1.36	6.33
18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	4.52	3.15	1.37	6.19

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
III. CULTURALLY DEPRIVED STUDENTS	4.71	4.18	0.53	2.48
19. Female students are offered chances to consider careers in math and science fields.	4.78	4.50	0.28	1.33
20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	4.68	3.75	0.93	4.36
21. Female and minority students are provided with positive role models in many varying careers.	4.64	3.80	0.84	3.90
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	4.77	4.32	0.44	2.11
23. Math and science teachers encourage attendance and participation by female students in their classes.	4.75	4.53	0.22	1.05
24. Examples and methods of teaching used in the classroom relate to minority and/or female prespectives as well as to majority perspectives.	4.62	4.17	0.45	2.10
IV. EDUCATIONAL PROGRAMS - SECONDARY	4.58	3.74	0.83	3.82
25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.	4.65	3.73	0.92	4.28
26. Learning goals and objectives are clearly defined.	4.65	3.78	0.87	4.05
27. Secondary students benefit from spending a half day with their same age peers.	4.11	4.04	0.07	0.29
28. The public is satisfied with achievement at the Center for the Arts and Sciences.	4.75	3.64	1.11	5.25

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
29. The courses of instruction are modified frequently to keep them current.	4.65	3.96	0.69	3.21
30. The course work illustrates the interrelatedness of the various disciplines.	4.53	3.67	0.86	3.88
31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	4.47	3.28	1.19	5.32
32. Many of the courses provide "hands on" experience.	4.75	4.37	0.38	1.79
33. Special attention is focused on building good continuity across grade levels and programs.	4.65	3.71	0.94	4.37
34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	4.50	2.58	1.92	8.62
35. Collaborative curriculum planning and decision making are typical.	4.43	3.29	1.14	5.06
36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.	4.72	4.46	0.25	1.19
37. The Honors programs in the high schools do a sufficient job of providing advanced course work to gifted students.	4.25	2.99	1.26	5.35
38. Information on drug education at the Center is offered at the appropriate level.	4.52	3.45	0.76	4.82
39. Student achievement levels assist in future curricular planning.	4.74	3.98	0.74	3.60
40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study.	4.47	3.73	0.74	3.32

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum.	4.77	4.20	0.57	2.73
42. The course work helps to develop students' skills in research methods.	4.67	3.98	0.69	3.22
43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom.	4.71	4.27	0.44	2.06
V. EDUCATIONAL PROGRAMS - ELEMENTARY	4.77	4.35	0.42	2.02
44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.	4.76	4.19	0.57	2.69
45. Learning goals and objectives are clearly defined.	4.76	3.88	0.89	4.21
46. Standards for learning are both challenging and attainable.	4.84	4.34	0.50	2.39
47. Students are challenged at the elementary level by attending Handley.	4.87	4.74	0.13	0.61
48. Promotion at Handley is based on achievement rather than time spent in the classroom.	4.72	4.40	0.31	1.46
49. Handley does a good job preparing students for their next level of education.	4.95	4.81	0.15	0.72
50. Elementary homework is regularly assigned and checked.	4.60	4.39	0.22	0.99
51. Children have opportunities to write.	4.89	4.68	0.21	1.03
52. A special effort is made at Handley to challenge more able elementary students.	4.91	4.63	0.29	1.40

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
53. Elementary courses of instruction are modified frequently enough to keep them current.	4.82	4.35	0.47	2.27
54. Handley does a good job of teaching reading, writing, and arithmetic.	4.93	4.45	0.48	2.34
55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.	4.89	4.31	0.58	2.84
56. Handley's curriculum is congruent with the regular elementary curriculum.	4.28	4.17	0.12	0.49
57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	4.70	4.18	0.52	2.47
58. Given the resources available, the public is satified with academic achievement at Handley.	4.78	4.40	0.37	1.77
59. Many of the courses provide "hands on" experience.	4.78	4.31	0.47	2.25
60. Co-curricular activities are available for students who wish to participate in them.	4.81	4.56	0.25	1.20
61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education).	4.58	3.81	0.78	3.55
62. Information on drug education at Handley is offered at the appropriate level.	4.74	3.90	0.84	3.89
63. Student achievement levels determine future academic planning.	4.68	4.11	0.58	2.69
64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.	4.89	4.69	0.20	0.95

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
VI. PERSONAL DEVELOPMENT OF THE STUDENT	4.75	4.16	0.59	2.81
65. Students have opportunities to practice leadership skills.	4.72	4.04	0.67	3.18
66. The program teaches students problem solving techniques.	4.76	4.21	0.55	2.63
67. Students have opportunities to work with other students of similar and dissimilar abilities and interests.	4.69	4.15	0.53	2.50
68. Students are encouraged and assisted in developing career plans.	4.62	3.83	0.78	3.62
69. The visual and performing art classes at the Center have career establishing components as do academic courses.	4.73	4.25	0.48	2.27
70. Helping the student to explore career possibilities is an important part of the school program.	4.62	3.86	0.76	3.49
71. Students are expected to complete their work and meet recognized standards of quality.	4.78	4.40	0.38	1.83
72. Students have the opportunity to develop a sense of responsibility and self-reliance.	4.85	4.38	0.47	2.30
73. Students are encouraged to be independent thinkers.	4.86	4.39	0.47	2.26
74. The gifted and talented program tries to develop an appreciation of learning in each student.	4.84	4.35	0.49	2.35
75. Students are encouraged to be concerned for other people and their personal property.	4.83	3.89	0.94	4.55
76. The program provides students with exposure to a variety of fields of study.	4.70	4.14	0.56	2.63

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	4.80	4.21	0.59	2.82
78. The program encourages students to establish and pursue challenging goals.	4.77	4.22	0.55	2.60
79. The program fosters the development of logical and convergent thinking in the students.	4.69	4.19	0.51	2.38
80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	4.70	4.15	0.55	2.61
81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	4.75	3.97	0.78	3.72
VII. CLASSROOM MANAGEMENT	4.75	4.17	0.58	2.74
82. Parents are notified of discipline problems.	4.70	4.19	0.51	2.39
83. Administrators support teachers in student discipline matters.	4.74	4.40	0.34	1.59
84. The Center and Handley have good discipline.	4.82	3.96	0.86	4.15
85. Teachers motivate students by using rewards rather than punishments.	4.58	3.83	0.75	3.46
86. Students are aware of classroom rules.	4.87	4.49	0.38	1.84
87. A secure, attractive environment is provided where the emphasis is on achievement.	4.78	4.29	0.49	2.33
88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.73	4.01	0.72	3.41

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
VIII. TEACHER VALUES AND APPROACHES	4.70	4.11	0.58	2.74
89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	4.58	3.98	0.59	2.72
90. Teachers set and maintain a brisk instructional pace.	4.51	4.18	0.33	1.50
91. Teachers communicate effectively.	4.83	4.07	0.76	3.65
92. Teachers explain and demonstrate rather than just assign seat work.	4.85	4.46	0.39	1.88
93. Teachers emphasize active student participation in their classes.	4.82	4.46	0.37	1.77
94. Teachers teach at the correct level of difficulty to promote student learning.	4.83	4.29	0.54	2.59
95. Teachers work on accomplishing the instructional goals and objectives with students.	4.74	4.33	0.41	1.93
96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	4.81	4.22	0.60	2.87
97. Learning tasks are matched to lesson content so student success rate is high.	4.72	4.08	0.64	3.01
98. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	4.61	3.94	0.68	3.12
99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	4.70	4.09	0.62	2.90
100. Feedback to students is tied to learning objectives.	4.67	4.14	0.53	2.47
101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.	4.72	4.07	0.65	3.05

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
102. Classroom routines are smooth and efficient.	4.67	3.88	0.80	3.72
103. Teachers have assignments or activities ready when students arrive.	4.72	4.21	0.51	2.39
104. Very little time is spent on non-learning activities.	4.63	4.11	0.52	2.41
105. Teachers know curriculum policies and priorities.	4.82	4.29	0.53	2.57
106. Teachers are responsive to the student's point of view.	4.72	4.10	0.62	2.93
107. Teachers are competent in student counseling services.	4.51	3.46	1.05	4.72
108. Teachers function more like facilitators than directors in their approaches to the students' course work.	4.46	3.91	0.55	2.45
IX. STAFF DEVELOPMENT	4.80	3.85	0.95	4.57
109. Within the program, emphasis is given to staff development and teacher skill building.	4.74	4.32	0.42	1.97
110. Staff development programs are effectively coordinated.	4.85	4.15	0.70	3.37
111. The gifted and talented program has an effective inservice training program for improving teaching skills.	4.85	3.75	1.10	5.34
112. The inservices provide valuable teaching tools or information.	4.82	3.96	0.86	4.12
113. Content in staff development sessions addresses instructional issues and priorities.	4.85	3.70	1.15	5.60
114. Staff development and training are supported with time and other necessary resources.	4.81	3.80	1.01	4.86

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
115. The teachers and students have access to consultants and to the most recent advances within each area.	4.85	3.71	1.14	5.53
116. Administrators are involved in some type of professional development program.	4.74	3.99	0.76	3.58
117. The administration supports careers enhancement possibilities for the staff members.	4.78	3.85	0.93	4.42
118. Teaching excellence in the program is recognized.	4.82	3.87	0.96	4.63
119. Staff development learning goals and objectives are developed by teachers.	4.77	3.78	0.99	4.72
120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	4.74	3.31	1.43	6.77
X. PARENTAL INVOLVEMENT AND COMMITMENT	4.76	3.73	1.04	4.93
121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	4.77	3.71	1.07	5.08
122. Parents have options for becoming involved in activities that support the gifted and talented instructional program.	4.78	4.00	0.79	3.75
123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	4.63	3.52	1.11	5.12
124. There is frequent two-way communication between parents and the gifted and talented program's staff.	4.74	3.75	0.99	4.68

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
125. Parents are aware of their responsibilities for helping students develop their giftedness or talents.	4.74	3.57	1.16	5.52
126. Parents realize the vocational value of all of the gifted and talented program's courses.	4.71	3.50	1.21	5.68
127. Parents of gifted and talented students support the program.	4.89	4.18	0.72	3.50
128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	4.85	3.51	1.34	6.49
129. Teachers encourage parents to keep track of student progress.	4.80	3.97	0.83	3.98
130. Most parents are aware of the gifted and talented program goals.	4.81	3.61	1.20	5.75
131. Encouraging parental involvement is an integral part of the program's plans.	4.70	3.71	0.99	4.67
XI. AUXILIARY SUPPORT AND STAFF	4.72	3.61	1.11	5.22
132. Effective guidance and counseling are readily available to each student in the gifted and talented program.	4.79	3.05	1.74	8.34
133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	4.66	2.99	1.67	7.79
134. Helping the student to explore career possibilities is an important part of the total gifted and talented program.	4.61	3.52	1.08	4.98
135. The guidance program helps students to realize the connection between their course work and their career goals.	4.61	3.14	1.47	6.77
136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	4.76	4.07	0.69	3.26

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
137. The library personnel keep the building staff up-to-date regarding available materials.	4.76	4.11	0.64	3.06
138. Materials found in the library are appropriate to the students served.	4.81	3.98	0.83	4.01
139. Audio visual materials are available for classroom use.	4.74	4.07	0.67	3.17
140. Adequate time in the library is provided to students to select materials.	4.76	3.93	0.83	3.93
141. The library collection adequately serves the needs of staff and students.	4.72	3.28	1.44	6.80
XII. LEADERSHIP BY PRINCIPAL	4.63	3.75	0.88	4.09
142. The principals at the Center and at Handley believe that all students can learn.	4.77	4.45	0.32	1.53
143. The principals have a clear understanding of the program´s goals and are able to clearly articulate them.	4.81	4.33	0.48	2.31
144. The principals are the instructional leaders.	4.53	3.98	0.55	2.48
145. The principals make frequent classroom observations to monitor instruction.	4.51	3.16	1.35	6.10
146. The principals initiate organized and systematic improvement procedures.	4.52	3.55	0.97	4.36
147. The principals promote methods that are known to create effective schools.	4.65	3.80	0.85	3.97
148. The principals carefully monitor new practices.	4.52	3.41	1.11	5.00
149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	4.62	3.45	1.17	5.41

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling.	4.65	3.69	0.96	4.46
151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	4.56	3.49	1.08	4.92
152. The principals are active partners in long- and short-range planning.	4.60	3.79	0.82	3.76
153. The principals provide an encouraging climate for innovation and exploration by teachers and students.	4.76	3.93	0.83	3.95
154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	4.71	3.71	1.00	4.72
XIII. COMMUNICATIONS/PUBLIC RELATIONS	4.76	3.98	0.78	3.72
155. The gifted and talented program conducts business in a manner that inspires public confidence.	4.77	3.97	0.80	3.79
156. The program administration provides the general public with accurate reports on its performance.	4.67	3.58	1.09	5.09
157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students.	4.72	4.06	0.67	3.15
158. Parents are told about student successes.	4.80	4.21	0.59	2.82
159. The principals work to gain community support for the gifted and talented program.	4.75	3.95	0.80	3.77

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
160. The principals provide the community with information about the effectiveness of the program.	4.71	3.68	1.04	4.89
161. Achievement results are shared with parents.	4.82	4.21	0.61	2.93
162. Achievement results are shared with students.	4.77	4.09	0.68	3.25
163. The student progress reporting procedure gives parents a clear understanding of their child's progress.	4.86	4.10	0.76	3.68
164. The principals serve as a communication link between the Board, the parents, and the community concerning the program.	4.74	3.96	0.79	3.73

APPENDIX E

ELEMENTARY PROFESSIONAL STAFF (EPS): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

FUNCTION	Rank	Desired	Actual	Need Index	Priority Need Index
Auxiliary Support and Staff	1	4.85	2.93	1.92	9.32
Identification of Gifted/Talented Students	2	4.80	3.90	0.90	8.25
Staff Development	3	4.89	3.21	1.69	4.30
General Administration	4	4.80	4.05	0.75	3.60
Parental Involvement and Commitment	5	4.77	4.07	0.70	3.36
Leadership by Principal	6	4.76	4.15	0.61	2.91
Culturally Deprived Students	7	4.97	4.43	0.55	2.71
Communications/Public Relations	8	4.90	4.37	0.53	2.62
Teacher Values and Approaches	9	4.79	4.26	0.53	2.52
Classroom Management	10	4.92	4.44	0.48	2.34
Personal Development of the Student	11	4.86	4.38	0.48	2.33
Educational Programs--Elementary	12	4.82	4.44	0.38	1.83

APPENDIX F

ELEMENTARY PROFESSIONAL STAFF (EPS)
AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION
SPRING, 1987.

Questions by Function	Desired	Actual	Need Index	Priority Need Index
I. GENERAL ADMINISTRATION	4.80	4.05	0.75	3.60
1. Planning is a continuous process in the gifted and talented program.	4.85	4.54	0.31	1.50
2. The program's budget allows for allocation of resources to achieve high priority objectives.	4.92	3.00	1.92	9.45
3. Research findings are used in planning and improving educational programs.	4.54	3.62	0.92	4.18
4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.	4.75	4.00	0.75	3.56
5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	4.62	3.92	0.70	3.23
6. Test results, grade reports, attendance records and other methods are used to spot potential problems.	5.00	4.69	0.31	1.55
7. Students are well served by a gifted and talented program situated in one location.	4.77	4.08	0.69	3.29
8. The school buildings provide a safe environment for staff and students.	4.85	4.08	0.77	3.73
9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.	4.77	4.17	0.60	2.86
10. The major goals of the gifted and talented program are set with respect to the students' needs.	4.92	4.38	0.54	2.66

APPENDIX F

Questions by Function	Desired	Actual	Need Index	Priority Need Index
II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS	4.89	3.21	1.69	8.25
11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.	5.00	4.15	0.85	4.25
12. The identification of gifted and talented students is an ongoing process, not an annual event.	5.00	3.67	1.33	6.65
13. Identification occurs as early in the students' lives as is possible.	4.92	3.62	1.30	6.40
14. The identification process includes measures of student motivation, interests, and maturity.	4.54	3.18	1.36	6.17
15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.	4.92	2.85	2.07	10.18
16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	4.92	2.10	2.82	13.87
17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	4.92	3.08	1.84	9.05
18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	4.92	3.00	1.92	9.45

APPENDIX F

Questions by Function	Desired	Actual	Need Index	Priority Need Index
III. CULTURALLY DEPRIVED STUDENTS	4.97	4.43	0.55	2.71
19. Female students are offered chances to consider careers in math and science fields.	5.00	4.83	0.17	0.85
20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	4.92	3.75	1.17	5.76
21. Female and minority students are provided with positive role models in many varying careers.	5.00	4.08	0.92	4.60
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	5.00	4.62	0.38	1.90
23. Math and science teachers encourage attendance and participation by female students in their classes.	5.00	4.83	0.17	0.85
24. Examples and methods of teaching used in the classroom relate to minority and/or female prespectives as well as to majority perspectives.	4.92	4.46	0.46	2.26
IV. EDUCATIONAL PROGRAMS - SECONDARY	—*	—	—	—
25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.	--	--	--	--
26. Learning goals and objectives are clearly defined.	--	--	--	—
27. Secondary students benefit from spending a half day with their same age peers.	--	--	--	—
28. The public is satisfied with achievement at the Center for the Arts and Sciences.	--	--	--	—

* = "--" indicates that the function or question was not asked of this particular respondent group.

APPENDIX F

Questions by Function	Desired	Actual	Need Index	Priority Need Index
29. The courses of instruction are modified frequently to keep them current.	--	--	--	—
30. The course work illustrates the interrelatedness of the various disciplines.	--	--	--	—
31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	--	--	--	—
32. Many of the courses provide "hands on" experience.	--	--	--	—
33. Special attention is focused on building good continuity across grade levels and programs.	--	--	--	—
34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	--	--	--	—
35. Collaborative curriculum planning and decision making are typical.	--	--	--	—
36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.	--	--	--	—
37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	--	--	--	—
38. Information on drug education at the Center is offered at the appropriate level.	--	--	--	—
39. Student achievement levels assist in future curricular planning.	--	--	--	—
40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study.	--	--	--	—

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum.	--	--	--	—
42. The course work helps to develop students' skills in research methods.	—	--	--	—
43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom.	--	--	--	—
V. EDUCATIONAL PROGRAMS - ELEMENTARY	4.82	4.44	0.38	1.83
44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.	4.85	4.38	0.47	2.28
45. Learning goals and objectives are clearly defined.	4.77	3.77	1.00	4.77
46. Standards for learning are both challenging and attainable.	4.77	4.38	0.39	1.86
47. Students are challenged at the elementary level by attending Handley.	4.92	4.92	0.00	0.00
48. Promotion at Handley is based on achievement rather than time spent in the classroom.	4.75	4.33	0.42	2.00
49. Handley does a good job preparing students for their next level of education.	5.00	5.00	0.00	0.00
50. Elementary homework is regularly assigned and checked.	4.69	4.33	0.36	1.69
51. Children have opportunities to write.	4.92	4.77	0.15	0.74
52. A special effort is made at Handley to challenge more able elementary students.	5.00	4.92	0.08	0.40

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
53. Elementary courses of instruction are modified frequently enough to keep them current.	4.85	4.38	0.47	2.28
54. Handley does a good job of teaching reading, writing, and arithmetic.	4.92	4.38	0.54	2.66
55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.	5.00	4.58	0.42	2.10
56. Handley's curriculum is congruent with the regular elementary curriculum.	4.46	4.42	0.04	0.18
57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	4.69	4.08	0.61	2.86
58. Given the resources available, the public is satified with academic achievement at Handley.	4.77	4.46	0.31	1.48
59. Many of the courses provide "hands on" experience.	4.85	4.23	0.62	3.01
60. Co-curricular activities are available for students who wish to participate in them.	4.92	4.82	0.10	0.49
61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education).	4.67	4.00	0.67	3.13
62. Information on drug education at Handley is offered at the appropriate level.	4.75	4.00	0.75	3.56
63. Student achievement levels determine future academic planning.	4.83	4.27	0.56	2.70
64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.	4.92	4.92	0.00	0.00

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
VI. PERSONAL DEVELOPMENT OF THE STUDENT	4.86	4.38	0.48	2.33
65. Students have opportunities to practice leadership skills.	4.92	4.38	0.54	2.66
66. The program teaches students problem solving techniques.	4.92	4.62	0.30	1.48
67. Students have opportunities to work with other students of similar and dissimilar abilities and interests.	4.85	4.46	0.39	1.89
68. Students are encouraged and assisted in developing career plans.	4.75	3.82	0.93	4.42
69. The visual and performing art classes at the Center have career establishing components as do academic courses.	4.91	4.40	0.51	2.50
70. Helping the student to explore career possibilities is an important part of the school program.	4.58	3.50	1.08	4.95
71. Students are expected to complete their work and meet recognized standards of quality.	4.92	4.42	0.50	2.46
72. Students have the opportunity to develop a sense of responsibility and self-reliance.	4.92	4.54	0.38	1.87
73. Students are encouraged to be independent thinkers.	4.92	4.46	0.46	2.26
74. The gifted and talented program tries to develop an appreciation of learning in each student.	4.92	4.58	0.34	1.67
75. Students are encouraged to be concerned for other people and their personal property.	4.92	4.15	0.77	3.79
76. The program provides students with exposure to a variety of fields of study.	4.92	4.42	0.50	2.46

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	4.85	4.46	0.39	1.89
78. The program encourages students to establish and pursue challenging goals.	4.85	4.62	0.23	1.12
79. The program fosters the development of logical and convergent thinking in the students.	4.83	4.58	0.25	1.21
80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	4.83	4.83	0.00	0.00
81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	4.83	4.25	0.58	2.80
VII. CLASSROOM MANAGEMENT	4.92	4.44	0.48	2.34
82. Parents are notified of discipline problems.	4.92	4.58	0.34	1.67
83. Administrators support teachers in student discipline matters.	5.00	4.92	0.08	0.40
84. The Center and Handley have good discipline.	5.00	3.92	1.08	5.40
85. Teachers motivate students by using rewards rather than punishments.	4.92	4.18	0.74	3.64
86. Students are aware of classroom rules.	4.92	4.91	0.01	0.05
87. A secure, attractive environment is provided where the emphasis is on achievement.	4.83	4.58	0.25	1.21
88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.83	4.00	0.83	4.01

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
VIII. TEACHER VALUES AND APPROACHES	4.79	4.26	0.53	2.52
89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	4.75	4.09	0.66	3.14
90. Teachers set and maintain a brisk instructional pace.	4.75	4.73	0.02	0.10
91. Teachers communicate effectively.	4.83	4.33	0.50	2.41
92. Teachers explain and demonstrate rather than just assign seat work.	4.83	4.25	0.58	2.80
93. Teachers emphasize active student participation in their classes.	4.83	4.50	0.33	1.59
94. Teachers teach at the correct level of difficulty to promote student learning.	4.83	4.33	0.50	2.41
95. Teachers work on accomplishing the instructional goals and objectives with students.	4.83	4.58	0.25	1.21
96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	4.91	4.45	0.46	2.26
97. Learning tasks are matched to lesson content so student success rate is high.	4.83	4.17	0.66	3.19
98. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	4.67	4.08	0.59	2.76
99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	4.83	4.33	0.50	2.41
100. Feedback to students is tied to learning objectives.	4.83	4.42	0.41	1.98
101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.	4.83	4.17	0.66	3.19

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
102. Classroom routines are smooth and efficient.	4.75	4.08	0.67	3.18
103. Teachers have assignments or activities ready when students arrive.	4.83	4.42	0.41	1.98
104. Very little time is spent on non-learning activities.	4.92	4.25	0.67	3.30
105. Teachers know curriculum policies and priorities.	5.00	4.50	0.50	2.50
106. Teachers are responsive to the student's point of view.	4.58	4.25	0.33	1.51
107. Teachers are competent in student counseling services.	4.58	3.18	1.40	6.41
108. Teachers function more like facilitators than directors in their approaches to the students' course work.	4.58	4.17	0.41	1.88
IX. STAFF DEVELOPMENT	4.80	3.90	0.90	4.30
109. Within the program, emphasis is given to staff development and teacher skill building.	4.75	4.58	0.17	0.81
110. Staff development programs are effectively coordinated.	4.83	4.17	0.66	3.19
111. The gifted and talented program has an effective inservice training program for improving teaching skills.	4.83	3.83	1.00	4.83
112. The inservices provide valuable teaching tools or information.	4.83	3.92	0.91	4.40
113. Content in staff development sessions addresses instructional issues and priorities.	4.83	3.92	0.91	4.40
114. Staff development and training are supported with time and other necessary resources.	4.75	3.67	1.08	5.13

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
115. The teachers and students have access to consultants and to the most recent advances within each area.	4.83	3.42	1.41	6.81
116. Administrators are involved in some type of professional development program.	4.75	3.80	0.95	4.51
117. The administration supports careers enhancement possibilities for the staff members.	4.75	3.83	0.92	4.37
118. Teaching excellence in the program is recognized.	4.92	4.00	0.92	4.53
119. Staff development learning goals and objectives are developed by teachers.	4.83	3.92	0.91	4.40
120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	4.67	3.75	0.92	4.30
X. PARENTAL INVOLVEMENT AND COMMITMENT	4.77	4.07	0.70	3.36
121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	4.83	4.17	0.66	3.19
122. Parents have options for becoming involved in activities that support the gifted and talented instructional program.	4.83	4.25	0.58	2.80
123. The program´s staff members provide parents with information and techniques for helping students develop their giftedness or talents.	4.67	4.00	0.67	3.13
124. There is frequent two-way communication between parents and the gifted and talented program´s staff.	4.75	4.25	0.50	2.38

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
125. Parents are aware of their responsibilities for helping students develop their giftedness or talents.	4.67	3.75	0.92	4.30
126. Parents realize the vocational value of all of the gifted and talented program's courses.	4.67	3.73	0.94	4.39
127. Parents of gifted and talented students support the program.	4.83	4.58	0.25	1.21
128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	4.91	3.33	1.58	7.76
129. Teachers encourage parents to keep track of student progress.	4.83	4.33	0.50	2.41
130. Most parents are aware of the gifted and talented program goals.	4.83	4.09	0.74	3.57
131. Encouraging parental involvement is an integral part of the program's plans.	4.67	4.27	0.40	1.87
XI. AUXILIARY SUPPORT AND STAFF	4.85	2.93	1.92	9.32
132. Effective guidance and counseling are readily available to each student in the gifted and talented program.	5.00	1.08	3.92	19.60
133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	5.00	1.73	3.27	16.35
134. Helping the student to explore career possibilities is an important part of the total gifted and talented program.	4.50	3.00	1.50	6.75
135. The guidance program helps students to realize the connection between their course work and their career goals.	4.58	1.89	2.69	12.32
136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	4.92	3.67	1.25	6.15

APPENDIX F

Questions by Function	Desired	Actual	Need Index	Priority Need Index
137. The library personnel keep the building staff up-to-date regarding available materials.	4.83	3.58	1.25	6.04
138. Materials found in the library are appropriate to the students served.	4.92	3.67	1.25	6.15
139. Audio visual materials are available for classroom use.	4.92	3.50	1.42	6.99
140. Adequate time in the library is provided to students to select materials.	4.92	3.92	1.00	4.92
141. The library collection adequately serves the needs of staff and students.	4.92	3.25	1.67	8.22
XII. LEADERSHIP BY PRINCIPAL	4.76	4.15	0.61	2.91
142. The principals at the Center and at Handley believe that all students can learn.	4.92	4.83	0.09	0.44
143. The principals have a clear understanding of the program´s goals and are able to clearly articulate them.	4.92	4.83	0.09	0.44
144. The principals are the instructional leaders.	4.75	4.75	0.50	2.38
145. The principals make frequent classroom observations to monitor instruction.	4.75	3.17	1.58	7.51
146. The principals initiate organized and systematic improvement procedures.	4.50	3.83	0.67	3.02
147. The principals promote methods that are known to create effective schools.	4.67	4.17	0.50	2.34
148. The principals carefully monitor new practices.	4.58	3.56	1.02	4.67
149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	4.83	3.83	1.00	4.83

APPENDIX F

Questions by Function	Desired	Actual	Need Index	Priority Need Index
150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling.	4.75	4.08	0.67	3.18
151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	4.67	3.83	0.84	3.92
152. The principals are active partners in long- and short-range planning.	4.75	4.42	0.33	1.57
153. The principals provide an encouraging climate for innovation and exploration by teachers and students.	4.92	4.67	0.25	1.23
154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	4.83	4.42	0.41	1.98
XIII. COMMUNICATIONS/PUBLIC RELATIONS	4.90	4.37	0.53	2.62
155. The gifted and talented program conducts business in a manner that inspires public confidence.	4.83	4.25	0.58	2.80
156. The program administration provides the general public with accurate reports on its performance.	4.83	3.83	1.00	4.83
157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students.	4.83	4.50	0.33	1.59
158. Parents are told about student successes.	4.92	4.67	0.25	1.23
159. The principals work to gain community support for the gifted and talented program.	4.92	4.17	0.75	3.69

APPENDIX F

Questions by Function	Desired	Actual	Need Index	Priority Need Index
160. The principals provide the community with information about the effectiveness of the program.	4.83	3.83	1.00	4.83
161. Achievement results are shared with parents.	4.92	4.83	0.09	0.44
162. Achievement results are shared with students.	5.00	4.42	0.58	2.90
163. The student progress reporting procedure gives parents a clear understanding of their child's progress.	5.00	4.58	0.42	2.10
164. The principals serve as a communication link between the Board, the parents, and the community concerning the program.	4.92	4.58	0.34	1.67

APPENDIX G

ELEMENTARY PARENTS (EP): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1987.

FUNCTION	Rank	Desired	Actual	Need Index	Priority Need Index
Auxiliary Support and Staff	1	4.67	3.76	0.91	4.24
Identification of Gifted/Talented Students	2	4.55	3.63	0.92	4.20
General Administration	3.5	4.63	3.85	0.78	3.63
Parental Involvement and Commitment	3.5	4.79	4.03	0.76	3.63
Personal Development of the Student	5	4.74	4.13	0.61	2.88
Communications/Public Relations	6	4.78	4.21	0.57	2.73
Educational Programs--Elementary	7	4.72	4.25	0.47	2.20
Classroom Management	8	4.86	4.44	0.42	2.05
Culturally Deprived Students	9	4.63	4.22	0.41	1.88
Leadership by Principal	10	4.79	4.41	0.38	1.81

APPENDIX H

ELEMENTARY PARENTS (EP)
AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION
SPRING, 1987.

Questions by Function	Desired	Actual	Need Index	Priority Need Index
I. GENERAL ADMINISTRATION	4.63	3.85	0.78	3.68
1. Planning is a continuous process in the gifted and talented program.	4.85	4.10	0.75	3.64
2. The program's budget allows for allocation of resources to achieve high priority objectives.	4.62	3.11	1.51	6.98
3. Research findings are used in planning and improving educational programs.	4.43	3.71	0.72	3.19
4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.	4.48	3.86	0.62	2.78
5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	4.63	3.68	0.95	4.40
6. Test results, grade reports, attendance records and other methods are used to spot potential problems.	4.61	4.09	0.52	2.40
7. Students are well served by a gifted and talented program situated in one location.	4.52	4.33	0.19	0.86
8. The school buildings provide a safe environment for staff and students.	4.86	3.96	0.90	4.37
9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.	4.60	3.82	0.78	3.59
10. The major goals of the gifted and talented program are set with respect to the students' needs.	4.72	3.83	0.89	4.20

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APPENDIX H

Questions by Function	Desired	Actual	Need Index	Priority Need Index
II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS	4.55	3.63	0.92	4.20
11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.	4.77	4.36	0.41	1.96
12. The identification of gifted and talented students is an ongoing process, not an annual event.	4.74	3.74	1.00	4.74
13. Identification occurs as early in the students' lives as is possible.	4.60	3.72	0.88	4.05
14. The identification process includes measures of student motivation, interests, and maturity.	4.57	3.76	0.81	3.70
15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.	4.12	3.80	0.32	1.32
16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	4.71	2.98	1.73	8.15
17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	4.52	3.46	1.06	4.79
18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	4.40	3.23	1.17	5.15

APPENDIX H

Questions by Function	Desired	Actual	Need Index	Priority Need Index
III. CULTURALLY DEPRIVED STUDENTS	4.63	4.22	0.41	1.88
19. Female students are offered chances to consider careers in math and science fields.	4.69	4.37	0.32	1.50
20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	4.58	4.07	0.51	2.34
21. Female and minority students are provided with positive role models in many varying careers.	4.52	3.81	0.71	3.21
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	4.71	4.37	0.34	1.60
23. Math and science teachers encourage attendance and participation by female students in their classes.	4.71	4.53	0.18	0.85
24. Examples and methods of teaching used in the classroom relate to minority and/or female prespectives as well as to majority perspectives.	4.56	4.18	0.38	1.73
IV. EDUCATIONAL PROGRAMS - SECONDARY	—*	—	—	—
25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.	--	--	—	--
26. Learning goals and objectives are clearly defined.	—	--	--	—
27. Secondary students benefit from spending a half day with their same age peers.	--	--	--	—
28. The public is satisfied with achievement at the Center for the Arts and Sciences.	--	--	--	—

* = "--" indicates that the function or question was not asked of this particular respondent group.

APPENDIX H

Questions by Function	Desired	Actual	Need Index	Priority Need Index
29. The courses of instruction are modified frequently to keep them current.	--	--	--	—
30. The course work illustrates the interrelatedness of the various disciplines.	--	--	--	—
31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	--	--	--	—
32. Many of the courses provide "hands on" experience.	--	--	--	—
33. Special attention is focused on building good continuity across grade levels and programs.	--	--	--	—
34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	--	--	--	—
35. Collaborative curriculum planning and decision making are typical.	--	--	--	—
36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.	--	--	--	—
37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	--	--	--	—
38. Information on drug education at the Center is offered at the appropriate level.	--	--	--	—
39. Student achievement levels assist in future curricular planning.	--	--	--	—
40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study.	--	--	--	—

APPENDIX H

Questions by Function	Desired	Actual	Need Index	Priority Need Index
41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum.	--	--	--	—
42. The course work helps to develop students' skills in research methods.	--	--	--	—
43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom.	--	--	--	—
V. EDUCATIONAL PROGRAMS - ELEMENTARY	4.72	4.25	0.47	2.20
44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.	4.67	4.01	0.66	3.08
45. Learning goals and objectives are clearly defined.	4.75	3.98	0.77	3.66
46. Standards for learning are both challenging and attainable.	4.90	4.30	0.60	2.94
47. Students are challenged at the elementary level by attending Handley.	4.82	4.57	0.25	1.20
48. Promotion at Handley is based on achievement rather than time spent in the classroom.	4.68	4.48	0.20	0.94
49. Handley does a good job preparing students for their next level of education.	4.91	4.62	0.29	1.42
50. Elementary homework is regularly assigned and checked.	4.51	4.44	0.07	0.32
51. Children have opportunities to write.	4.85	4.58	0.27	1.31
52. A special effort is made at Handley to challenge more able elementary students.	4.83	4.34	0.49	2.37

APPENDIX H

Questions by Function	Desired	Actual	Need Index	Priority Need Index
53. Elementary courses of instruction are modified frequently enough to keep them current.	4.79	4.32	0.47	2.25
54. Handley does a good job of teaching reading, writing, and arithmetic.	4.93	4.52	0.41	2.02
55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.	4.78	4.04	0.74	3.54
56. Handley's curriculum is congruent with the regular elementary curriculum.	4.11	3.92	0.19	0.78
57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	4.72	4.28	0.44	2.08
58. Given the resources available, the public is satified with academic achievement at Handley.	4.78	4.35	0.43	2.06
59. Many of the courses provide "hands on" experience.	4.71	4.39	0.32	1.51
60. Co-curricular activities are available for students who wish to participate in them.	4.70	4.30	0.40	1.88
61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education).	4.49	3.61	0.88	3.95
62. Information on drug education at Handley is offered at the appropriate level.	4.73	3.80	0.93	4.40
63. Student achievement levels determine future academic planning.	4.53	3.94	0.59	2.67
64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.	4.85	4.46	0.39	1.89

APPENDIX H

Questions by Function	Desired	Actual	Need Index	Priority Need Index
VI. PERSONAL DEVELOPMENT OF THE STUDENT	4.74	4.13	0.61	2.88
65. Students have opportunities to practice leadership skills.	4.65	4.08	0.57	2.65
66. The program teaches students problem solving techniques.	4.85	4.23	0.62	3.01
67. Students have opportunities to work with other students of similar and dissimilar abilities and interests.	4.66	4.07	0.59	2.75
68. Students are encouraged and assisted in developing career plans.	4.38	3.57	0.81	3.55
69. The visual and performing art classes at the Center have career establishing components as do academic courses.	4.58	4.11	0.47	2.15
70. Helping the student to explore career possibilities is an important part of the school program.	4.39	3.69	0.70	3.07
71. Students are expected to complete their work and meet recognized standards of quality.	4.85	4.57	0.28	1.36
72. Students have the opportunity to develop a sense of responsibility and self-reliance.	4.88	4.43	0.45	2.20
73. Students are encouraged to be independent thinkers.	4.85	4.46	0.39	1.89
74. The gifted and talented program tries to develop an appreciation of learning in each student.	4.89	4.38	0.51	2.49
75. Students are encouraged to be concerned for other people and their personal property.	4.91	3.84	1.07	5.25
76. The program provides students with exposure to a variety of fields of study.	4.73	4.25	0.48	2.27

APPENDIX H

Questions by Function	Desired	Actual	Need Index	Priority Need Index
77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	4.76	4.05	0.71	3.38
78. The program encourages students to establish and pursue challenging goals.	4.70	4.11	0.59	2.77
79. The program fosters the development of logical and convergent thinking in the students.	4.78	4.23	0.55	2.63
80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	4.80	4.05	0.75	3.60
81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	4.84	4.03	0.81	3.92
VII. CLASSROOM MANAGEMENT	4.86	4.44	0.42	2.05
82. Parents are notified of discipline problems.	4.91	4.52	0.39	1.91
83. Administrators support teachers in student discipline matters.	4.86	4.55	0.31	1.51
84. The Center and Handley have good discipline.	4.94	4.19	0.75	3.71
85. Teachers motivate students by using rewards rather than punishments.	4.75	4.37	0.38	1.81
86. Students are aware of classroom rules.	4.97	4.84	0.13	0.65
87. A secure, attractive environment is provided where the emphasis is on achievement.	4.80	4.36	0.44	2.11
88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.78	4.22	0.56	2.68

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
VIII. TEACHER VALUES AND APPROACHES	—	—	—	—
89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	--	--	--	--
90. Teachers set and maintain a brisk instructional pace.	--	--	--	—
91. Teachers communicate effectively.	--	--	--	—
92. Teachers explain and demonstrate rather than just assign seat work.	--	--	--	--
93. Teachers emphasize active student participation in their classes.	--	--	--	—
94. Teachers teach at the correct level of difficulty to promote student learning.	--	--	--	—
95. Teachers work on accomplishing the instructional goals and objectives with students.	--	--	--	—
96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	--	--	--	—
97. Learning tasks are matched to lesson content so student success rate is high.	--	--	--	--
98. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	--	--	--	--
99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	--	--	--	—
100. Feedback to students is tied to learning objectives.	--	--	--	—
101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.	--	--	--	—

APPENDIX H

Questions by Function	Desired	Actual	Need Index	Priority Need Index
102. Classroom routines are smooth and efficient.	--	--	--	—
103. Teachers have assignments or activities ready when students arrive.	--	--	--	—
104. Very little time is spent on non-learning activities.	--	—	--	—
105. Teachers know curriculum policies and priorities.	--	--	--	—
106. Teachers are responsive to the student´s point of view.	--	--	--	—
107. Teachers are competent in student counseling services.	--	--	--	—
108. Teachers function more like facilitators than directors in their approaches to the students´ course work.	--	--	--	—
IX. STAFF DEVELOPMENT	--	--	--	—
109. Within the program, emphasis is given to staff development and teacher skill building.	--	--	--	--
110. Staff development programs are effectively coordinated.	--	--	--	—
111. The gifted and talented program has an effective inservice training program for improving teaching skills.	--	--	--	—
112. The inservices provide valuable teaching tools or information.	--	--	--	—
113. Content in staff development sessions addresses instructional issues and priorities.	--	--	--	—
114. Staff development and training are supported with time and other necessary resources.	--	--	--	—

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
115. The teachers and students have access to consultants and to the most recent advances within each area.	--	--	--	—
116. Administrators are involved in some type of professional development program.	--	--	--	—
117. The administration supports careers enhancement possibilities for the staff members.	--	--	--	—
118. Teaching excellence in the program is recognized.	--	--	--	—
119. Staff development learning goals and objectives are developed by teachers.	--	--	--	—
120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	--	--	--	—
X. PARENTAL INVOLVEMENT AND COMMITMENT	4.79	4.03	0.76	3.63
121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	4.75	4.03	0.72	3.42
122. Parents have options for becoming involved in activities that support the gifted and talented instructional program.	4.83	4.37	0.46	2.22
123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	4.80	3.95	0.85	4.08
124. There is frequent two-way communication between parents and the gifted and talented program's staff.	4.73	3.93	0.80	3.78

APPENDIX H

Questions by Function	Desired	Actual	Need Index	Priority Need Index
125. Parents are aware of their responsibilities for helping students develop their giftedness or talents.	4.78	4.03	0.75	3.59
126. Parents realize the vocational value of all of the gifted and talented program's courses.	4.67	3.80	0.87	4.06
127. Parents of gifted and talented students support the program.	4.90	4.38	0.52	2.55
128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	4.80	3.87	0.93	4.46
129. Teachers encourage parents to keep track of student progress.	4.85	4.16	0.69	3.35
130. Most parents are aware of the gifted and talented program goals.	4.82	3.81	1.01	4.87
131. Encouraging parental involvement is an integral part of the program's plans.	4.72	3.97	0.75	3.54
XI. AUXILIARY SUPPORT AND STAFF	4.67	3.76	0.91	4.24
132. Effective guidance and counseling are readily available to each student in the gifted and talented program.	4.73	3.12	1.61	7.62
133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	4.55	3.23	1.32	6.01
134. Helping the student to explore career possibilities is an important part of the total gifted and talented program.	4.38	3.59	0.79	3.46
135. The guidance program helps students to realize the connection between their course work and their career goals.	4.46	3.48	0.98	4.37
136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	4.74	4.12	0.62	2.94

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
137. The library personnel keep the building staff up-to-date regarding available materials.	4.79	4.12	0.67	3.21
138. Materials found in the library are appropriate to the students served.	4.80	3.96	0.84	4.03
139. Audio visual materials are available for classroom use.	4.71	4.27	0.44	2.07
140. Adequate time in the library is provided to students to select materials.	4.71	4.06	0.65	3.06
141. The library collection adequately serves the needs of staff and students.	4.80	3.63	1.17	5.62
XII. LEADERSHIP BY PRINCIPAL	4.79	4.41	0.38	1.81
142. The principals at the Center and at Handley believe that all students can learn.	4.91	4.76	0.15	0.74
143. The principals have a clear understanding of the program's goals and are able to clearly articulate them.	4.93	4.71	0.22	1.08
144. The principals are the instructional leaders.	4.66	4.43	0.23	1.07
145. The principals make frequent classroom observations to monitor instruction.	4.70	4.07	0.63	2.96
146. The principals initiate organized and systematic improvement procedures.	4.76	4.26	0.50	2.38
147. The principals promote methods that are known to create effective schools.	4.82	4.45	0.37	1.78
148. The principals carefully monitor new practices.	4.85	4.39	0.46	2.23
149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	4.71	4.44	0.27	1.27

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling.	4.76	4.27	0.49	2.33
151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	4.76	4.37	0.39	1.86
152. The principals are active partners in long- and short-range planning.	4.80	4.44	0.36	1.73
153. The principals provide an encouraging climate for innovation and exploration by teachers and students.	4.83	4.43	0.40	1.93
154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	4.80	4.37	0.43	2.06
XIII. COMMUNICATIONS/PUBLIC RELATIONS	4.78	4.21	0.57	2.73
155. The gifted and talented program conducts business in a manner that inspires public confidence.	4.77	4.13	0.64	3.05
156. The program administration provides the general public with accurate reports on its performance.	4.72	3.86	0.86	4.06
157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students.	4.83	4.22	0.61	2.95
158. Parents are told about student successes.	4.85	4.33	0.52	2.52
159. The principals work to gain community support for the gifted and talented program.	4.76	4.35	0.41	1.95

APPENDIX H

Questions by Function	Desired	Actual	Need Index	Priority Need Index
160. The principals provide the community with information about the effectiveness of the program.	4.66	3.94	0.72	3.36
161. Achievement results are shared with parents.	4.84	4.49	0.35	1.69
162. Achievement results are shared with students.	4.75	4.36	0.39	1.85
163. The student progress reporting procedure gives parents a clear understanding of their child's progress.	4.89	4.19	0.70	3.42
164. The principals serve as a communication link between the Board, the parents, and the community concerning the program.	4.78	4.27	0.51	2.44

APPENDIX I

SECONDARY PROFESSIONAL STAFF (SPS): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

FUNCTION	Rank	Desired	Actual	Need Index	Priority Need Index
Identification of Gifted/Talented Students	1.5	4.80	3.32	1.48	7.09
Parental Involvement and Commitment	1.5	4.83	3.36	1.47	7.09
Staff Development	3	4.80	3.80	1.01	4.84
Educational Programs--Secondary	4	4.69	3.74	0.95	4.46
Communications/Public Relations	5	4.97	4.12	0.85	4.23
Auxiliary Support and Staff	6	4.86	4.02	0.84	4.09
General Administration	7	4.75	3.91	0.84	3.97
Culturally Deprived Students	8	4.86	4.19	0.67	3.25
Personal Development of the Student	9	4.83	4.22	0.61	2.94
Classroom Management	10	4.81	4.22	0.59	2.86
Teacher Values and Approaches	11	4.80	4.21	0.58	2.80
Leadership by Principal	12	4.81	4.27	0.54	2.59

APPENDIX J

SECONDARY PROFESSIONAL STAFF (SPS)
AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION
SPRING, 1987.

Questions by Function	Desired	Actual	Need Index	Priority Need Index
I. GENERAL ADMINISTRATION	4.75	3.91	0.84	3.97
1. Planning is a continuous process in the gifted and talented program.	5.00	4.00	1.00	5.00
2. The program's budget allows for allocation of resources to achieve high priority objectives.	4.94	4.31	0.63	3.11
3. Research findings are used in planning and improving educational programs.	4.63	3.13	1.50	6.95
4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.	4.44	3.60	0.84	3.73
5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	4.63	3.56	1.07	4.95
6. Test results, grade reports, attendance records and other methods are used to spot potential problems.	4.50	4.20	0.30	1.35
7. Students are well served by a gifted and talented program situated in one location.	4.94	4.19	0.75	3.71
8. The school buildings provide a safe environment for staff and students.	5.00	4.50	0.50	2.50
9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.	4.53	3.57	0.96	4.35
10. The major goals of the gifted and talented program are set with respect to the students' needs.	4.88	4.06	0.82	4.00

APPENDIX J

Questions by Function	Desired	Actual	Need Index	Priority Need Index
II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS	4.80	3.32	1.48	7.09
11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.	5.00	4.53	0.47	2.35
12. The identification of gifted and talented students is an ongoing process, not an annual event.	4.88	3.60	1.28	6.25
13. Identification occurs as early in the students' lives as is possible.	4.63	3.58	1.05	4.86
14. The identification process includes measures of student motivation, interests, and maturity.	4.88	3.27	1.61	7.86
15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.	4.63	3.33	1.30	6.02
16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	4.63	2.00	2.63	12.18
17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	4.94	3.00	1.94	9.58
18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	4.81	3.27	1.54	7.41

APPENDIX J

Questions by Function	Desired	Actual	Need Index	Priority Need Index
III. CULTURALLY DEPRIVED STUDENTS	4.86	4.19	0.67	3.25
19. Female students are offered chances to consider careers in math and science fields.	5.00	4.71	0.29	1.45
20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	4.88	3.67	1.21	5.90
21. Female and minority students are provided with positive role models in many varying careers.	4.75	3.50	1.25	5.94
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	5.00	4.64	0.36	1.80
23. Math and science teachers encourage attendance and participation by female students in their classes.	4.88	4.73	0.15	0.73
24. Examples and methods of teaching used in the classroom relate to minority and/or female prespectives as well as to majority perspectives.	4.63	3.87	0.76	3.52
IV. EDUCATIONAL PROGRAMS - SECONDARY	4.69	3.74	0.95	4.46
25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.	4.81	3.56	1.25	6.01
26. Learning goals and objectives are clearly defined.	4.63	3.75	0.88	4.07
27. Secondary students benefit from spending a half day with their same age peers.	4.00	4.27	- 0.27	- 1.08
28. The public is satisfied with achievement at the Center for the Arts and Sciences.	4.94	3.43	1.51	7.46

APPENDIX J

Questions by Function	Desired	Actual	Need Index	Priority Need Index
29. The courses of instruction are modified frequently to keep them current.	4.81	4.20	0.61	2.93
30. The course work illustrates the interrelatedness of the various disciplines.	4.88	3.75	1.13	5.51
31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	4.56	3.19	1.37	6.25
32. Many of the courses provide "hands on" experience.	4.88	4.50	0.38	1.85
33. Special attention is focused on building good continuity across grade levels and programs.	4.88	3.75	1.13	5.51
34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	4.60	2.31	2.29	10.53
35. Collaborative curriculum planning and decision making are typical.	4.53	3.21	1.32	5.98
36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.	4.67	4.53	0.14	0.65
37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	4.15	2.82	1.33	5.52
38. Information on drug education at the Center is offered at the appropriate level.	4.53	3.46	1.07	4.85
39. Student achievement levels assist in future curricular planning.	4.93	4.07	0.86	4.24
40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study.	4.60	3.79	0.81	3.73

APPENDIX J

Questions by Function	Desired	Actual	Need Index	Priority Need Index
41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum.	5.00	4.27	0.73	3.65
42. The course work helps to develop students' skills in research methods.	4.87	3.93	0.94	4.58
43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom.	4.93	4.36	0.57	2.81
V. EDUCATIONAL PROGRAMS - ELEMENTARY	—*	—	—	—
44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.	--	--	--	--
45. Learning goals and objectives are clearly defined.	--	--	--	--
46. Standards for learning are both challenging and attainable.	--	--	--	--
47. Students are challenged at the elementary level by attending Handley.	--	--	--	--
48. Promotion at Handley is based on achievement rather than time spent in the classroom.	--	--	--	--
49. Handley does a good job preparing students for their next level of education.	--	--	--	--
50. Elementary homework is regularly assigned and checked.	--	--	--	--
51. Children have opportunities to write.	--	--	--	--
52. A special effort is made at Handley to challenge more able elementary students.	--	--	--	--

* = "--" indicates that the function or question was not asked of this particular respondent group.

APPENDIX J

Questions by Function	Desired	Actual	Need Index	Priority Need Index
53. Elementary courses of instruction are modified frequently enough to keep them current.	--	--	--	—
54. Handley does a good job of teaching reading, writing, and arithmetic.	--	--	--	—
55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.	--	--	--	—
56. Handley's curriculum is congruent with the regular elementary curriculum.	--	--	--	—
57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	--	--	--	—
58. Given the resources available, the public is satified with academic achievement at Handley.	--	--	--	—
59. Many of the courses provide "hands on" experience.	--	--	--	—
60. Co-curricular activities are available for students who wish to participate in them.	--	--	--	—
61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education).	--	--	--	—
62. Information on drug education at Handley is offered at the appropriate level.	--	--	--	—
63. Student achievement levels determine future academic planning.	--	--	--	—
64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.	--	--	--	—

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
VI. PERSONAL DEVELOPMENT OF THE STUDENT	4.83	4.22	0.61	2.94
65. Students have opportunities to practice leadership skills.	4.87	4.00	0.87	4.24
66. The program teaches students problem solving techniques.	4.87	4.20	0.67	3.26
67. Students have opportunities to work with other students of similar and dissimilar abilities and interests.	4.80	4.13	0.67	3.22
68. Students are encouraged and assisted in developing career plans.	4.67	4.07	0.60	2.80
69. The visual and performing art classes at the Center have career establishing components as do academic courses.	4.87	4.53	0.34	1.66
70. Helping the student to explore career possibilities is an important part of the school program.	4.80	4.47	0.33	3.07
71. Students are expected to complete their work and meet recognized standards of quality.	4.80	4.40	0.40	1.36
72. Students have the opportunity to develop a sense of responsibility and self-reliance.	4.93	4.33	0.60	2.20
73. Students are encouraged to be independent thinkers.	5.00	4.47	0.53	1.89
74. The gifted and talented program tries to develop an appreciation of learning in each student.	4.93	4.53	0.40	2.49
75. Students are encouraged to be concerned for other people and their personal property.	5.00	4.13	0.87	5.25
76. The program provides students with exposure to a variety of fields of study.	4.53	4.20	0.33	2.27

APPENDIX J

Questions by Function	Desired	Actual	Need Index	Priority Need Index
77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	4.87	4.33	0.54	2.63
78. The program encourages students to establish and pursue challenging goals.	4.87	4.20	0.67	3.26
79. The program fosters the development of logical and convergent thinking in the students.	4.73	4.20	0.53	2.51
80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	4.73	3.87	0.86	4.07
81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	4.87	3.73	1.14	5.55
VII. CLASSROOM MANAGEMENT	4.81	4.22	0.59	2.86
82. Parents are notified of discipline problems.	4.67	4.21	0.46	2.15
83. Administrators support teachers in student discipline matters.	4.80	4.60	0.20	0.96
84. The Center and Handley have good discipline.	4.93	4.14	0.79	3.89
85. Teachers motivate students by using rewards rather than punishments.	4.57	3.77	0.80	3.66
86. Students are aware of classroom rules.	4.93	4.33	0.60	2.96
87. A secure, attractive environment is provided where the emphasis is on achievement.	4.93	4.36	0.57	2.81
88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.87	4.13	0.74	3.60

APPENDIX J

Questions by Function	Desired	Actual	Need Index	Priority Need Index
VIII. TEACHER VALUES AND APPROACHES	4.80	4.21	0.58	2.80
89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	4.60	4.07	0.53	2.44
90. Teachers set and maintain a brisk instructional pace.	4.47	4.07	0.40	1.79
91. Teachers communicate effectively.	4.93	4.00	0.93	4.58
92. Teachers explain and demonstrate rather than just assign seat work.	5.00	4.87	0.13	0.65
93. Teachers emphasize active student participation in their classes.	5.00	4.67	0.33	1.65
94. Teachers teach at the correct level of difficulty to promote student learning.	5.00	4.50	0.50	2.50
95. Teachers work on accomplishing the instructional goals and objectives with students.	4.87	4.57	0.30	1.46
96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	4.93	4.33	0.60	2.96
97. Learning tasks are matched to lesson content so student success rate is high.	4.79	4.21	0.58	2.78
98. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	4.71	4.00	0.71	3.34
99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	4.86	4.07	0.79	3.84
100. Feedback to students is tied to learning objectives.	4.71	4.14	0.57	2.68
101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.	4.73	4.20	0.53	2.51

APPENDIX J

Questions by Function	Desired	Actual	Need Index	Priority Need Index
102. Classroom routines are smooth and efficient.	4.73	3.93	0.80	3.78
103. Teachers have assignments or activities ready when students arrive.	4.93	4.33	0.60	2.96
104. Very little time is spent on non-learning activities.	4.86	4.36	0.50	2.43
105. Teachers know curriculum policies and priorities.	4.93	4.14	0.79	3.89
106. Teachers are responsive to the student´s point of view.	4.87	4.33	0.54	2.63
107. Teachers are competent in student counseling services.	4.40	3.60	0.80	3.52
108. Teachers function more like facilitators than directors in their approaches to the students´ course work.	4.60	3.86	0.74	3.40
IX. STAFF DEVELOPMENT	4.80	3.80	1.00	4.84
109. Within the program, emphasis is given to staff development and teacher skill building.	4.73	4.07	0.66	3.12
110. Staff development programs are effectively coordinated.	4.87	4.14	0.73	3.56
111. The gifted and talented program has an effective inservice training program for improving teaching skills.	4.87	3.67	1.20	5.84
112. The inservices provide valuable teaching tools or information.	4.80	4.00	0.80	3.84
113. Content in staff development sessions addresses instructional issues and priorities.	4.87	3.47	1.40	6.82
114. Staff development and training are supported with time and other necessary resources.	4.87	3.93	0.94	4.58

APPENDIX J

Questions by Function	Desired	Actual	Need Index	Priority Need Index
115. The teachers and students have access to consultants and to the most recent advances within each area.	4.87	4.00	0.87	4.24
116. Administrators are involved in some type of professional development program.	4.73	4.17	0.56	2.65
117. The administration supports careers enhancement possibilities for the staff members.	4.80	3.87	0.93	4.46
118. Teaching excellence in the program is recognized.	4.73	3.73	1.00	4.73
119. Staff development learning goals and objectives are developed by teachers.	4.71	3.64	1.07	5.04
120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	4.80	2.86	1.94	9.31
X. PARENTAL INVOLVEMENT AND COMMITMENT	4.83	3.36	1.47	7.09
121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	4.80	3.20	1.60	7.68
122. Parents have options for becoming involved in activities that support the gifted and talented instructional program.	4.87	3.64	1.23	5.99
123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	4.47	2.92	1.55	6.93
124. There is frequent two-way communication between parents and the gifted and talented program's staff.	4.87	3.64	1.23	5.99

APPENDIX J

Questions by Function	Desired	Actual	Need Index	Priority Need Index
125. Parents are aware of their responsibilities for helping students develop their giftedness or talents.	4.80	3.17	1.63	7.82
126. Parents realize the vocational value of all of the gifted and talented program's courses.	4.80	2.92	1.88	9.02
127. Parents of gifted and talented students support the program.	5.00	3.67	1.33	6.65
128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	5.00	3.25	1.75	8.75
129. Teachers encourage parents to keep track of student progress.	4.80	3.93	0.87	4.18
130. Most parents are aware of the gifted and talented program goals.	4.80	3.15	1.65	7.92
131. Encouraging parental involvement is an integral part of the program's plans.	4.87	3.43	1.44	7.01
XI. AUXILIARY SUPPORT AND STAFF	4.86	4.02	0.84	4.09
132. Effective guidance and counseling are readily available to each student in the gifted and talented program.	4.87	4.00	0.87	4.24
133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	4.60	3.15	1.45	6.67
134. Helping the student to explore career possibilities is an important part of the total gifted and talented program.	4.87	3.80	1.07	5.21
135. The guidance program helps students to realize the connection between their course work and their career goals.	4.80	3.15	1.65	7.92
136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	4.93	4.60	0.33	1.63

APPENDIX J

Questions by Function	Desired	Actual	Need Index	Priority Need Index
137. The library personnel keep the building staff up-to-date regarding available materials.	4.87	4.87	0.00	0.00
138. Materials found in the library are appropriate to the students served.	4.93	4.36	0.57	2.81
139. Audio visual materials are available for classroom use.	4.87	4.33	0.54	2.63
140. Adequate time in the library is provided to students to select materials.	4.93	4.20	0.73	3.60
141. The library collection adequately serves the needs of staff and students.	4.93	3.73	1.20	5.92
XII. LEADERSHIP BY PRINCIPAL	4.81	4.27	0.54	2.59
142. The principals at the Center and at Handley believe that all students can learn.	5.00	4.86	0.14	0.70
143. The principals have a clear understanding of the program's goals and are able to clearly articulate them.	4.93	4.60	0.33	1.63
144. The principals are the instructional leaders.	4.60	4.33	0.27	1.24
145. The principals make frequent classroom observations to monitor instruction.	4.60	3.87	0.73	3.36
146. The principals initiate organized and systematic improvement procedures.	4.67	4.33	0.34	1.59
147. The principals promote methods that are known to create effective schools.	4.87	4.40	0.47	2.29
148. The principals carefully monitor new practices.	4.60	4.00	0.60	2.76
149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	4.93	4.00	0.93	4.58

APPENDIX J

Questions by Function	Desired	Actual	Need Index	Priority Need Index
150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling.	4.93	4.33	0.60	2.96
151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	4.73	4.07	0.66	3.12
152. The principals are active partners in long- and short-range planning.	4.73	4.47	0.26	1.23
153. The principals provide an encouraging climate for innovation and exploration by teachers and students.	5.00	4.13	0.87	4.35
154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	4.93	4.14	0.79	3.89
XIII. COMMUNICATIONS/PUBLIC RELATIONS	4.97	4.12	0.85	4.23
155. The gifted and talented program conducts business in a manner that inspires public confidence.	5.00	4.13	0.87	4.35
156. The program administration provides the general public with accurate reports on its performance.	5.00	3.93	1.07	5.35
157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students.	5.00	4.29	0.71	3.55
158. Parents are told about student successes.	4.93	4.21	0.72	3.55
159. The principals work to gain community support for the gifted and talented program.	5.00	4.20	0.80	4.00

APPENDIX J

Questions by Function	Desired	Actual	Need Index	Priority Need Index
160. The principals provide the community with information about the effectiveness of the program.	5.00	4.00	1.00	5.00
161. Achievement results are shared with parents.	5.00	4.00	1.00	5.00
162. Achievement results are shared with students.	4.93	4.13	0.80	3.94
163. The student progress reporting procedure gives parents a clear understanding of their child's progress.	4.93	4.13	0.80	3.94
164. The principals serve as a communication link between the Board, the parents, and the community concerning the program.	4.93	4.20	0.73	3.60

APPENDIX K

SECONDARY PARENTS (SP): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

FUNCTION	Rank	Desired	Actual	Need Index	Priority Need Index
Leadership by Principal	1	4.17	2.16	2.01	8.37
Parental Involvement and Commitment	2	4.67	3.46	1.21	5.65
Auxiliary Support and Staff	3	4.67	3.53	1.15	5.36
Communications/Public Relations	4	4.38	3.22	1.17	5.12
Identification of Gifted/Talented Students	5	4.41	3.51	0.90	3.97
General Administration	6	4.61	3.75	0.86	3.95
Educational Programs--Secondary	7	4.59	3.77	0.81	3.72
Personal Development of the Student	8	4.74	4.07	0.67	3.19
Classroom Management	9	4.71	4.04	0.67	3.15
Culturally Deprived Students	10	4.60	4.09	0.51	2.34

APPENDIX L

SECONDARY PARENTS (SP)
AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION
SPRING, 1987.

Questions by Function	Desired	Actual	Need Index	Priority Need Index
I. GENERAL ADMINISTRATION	4.61	3.75	0.86	3.95
1. Planning is a continuous process in the gifted and talented program.	4.87	4.00	0.87	4.24
2. The program´s budget allows for allocation of resources to achieve high priority objectives.	4.60	3.51	1.09	5.01
3. Research findings are used in planning and improving educational programs.	4.53	3.62	0.91	4.12
4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.	4.42	3.44	0.98	4.33
5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	4.44	3.51	0.93	4.13
6. Test results, grade reports, attendance records and other methods are used to spot potential problems.	4.54	3.75	0.79	3.59
7. Students are well served by a gifted and talented program situated in one location.	4.47	4.22	0.25	1.12
8. The school buildings provide a safe environment for staff and students.	4.84	4.22	0.62	3.00
9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.	4.60	3.53	1.07	4.92
10. The major goals of the gifted and talented program are set with respect to the students´ needs.	4.74	3.68	1.06	5.02

APPENDIX L

Questions by Function	Desired	Actual	Need Index	Priority Need Index
II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS	4.41	3.51	0.90	3.97
11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.	4.71	3.98	0.73	3.44
12. The identification of gifted and talented students is an ongoing process, not an annual event.	4.65	3.61	1.04	4.84
13. Identification occurs as early in the students' lives as is possible.	4.42	3.52	0.90	3.98
14. The identification process includes measures of student motivation, interests, and maturity.	4.55	3.52	1.03	4.69
15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.	3.87	3.79	0.08	0.31
16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	4.40	3.16	1.24	5.46
17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	4.39	3.35	1.04	4.57
18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	4.31	3.18	1.13	4.87

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
III. CULTURALLY DEPRIVED STUDENTS	4.60	4.09	0.51	2.34
19. Female students are offered chances to consider careers in math and science fields.	4.66	4.38	0.28	1.30
20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	4.57	3.60	0.97	4.43
21. Female and minority students are provided with positive role models in many varying careers.	4.54	3.81	0.73	3.31
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	4.58	4.11	0.47	2.15
23. Math and science teachers encourage attendance and participation by female students in their classes.	4.68	4.38	0.30	1.40
24. Examples and methods of teaching used in the classroom relate to minority and/or female prespectives as well as to majority perspectives.	4.56	4.26	0.30	1.37
IV. EDUCATIONAL PROGRAMS - SECONDARY	4.59	3.77	0.81	3.72
25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.	4.63	3.97	0.66	3.06
26. Learning goals and objectives are clearly defined.	4.65	3.82	0.83	3.86
27. Secondary students benefit from spending a half day with their same age peers.	4.25	4.09	0.16	0.68
28. The public is satisfied with achievement at the Center for the Arts and Sciences.	4.60	3.79	0.81	3.73

APPENDIX L

Questions by Function	Desired	Actual	Need Index	Priority Need Index
29. The courses of instruction are modified frequently to keep them current.	4.59	3.82	0.77	3.53
30. The course work illustrates the interrelatedness of the various disciplines.	4.52	3.69	0.83	3.75
31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	4.51	3.43	1.08	4.87
32. Many of the courses provide "hands on" experience.	4.66	4.41	0.25	1.17
33. Special attention is focused on building good continuity across grade levels and programs.	4.70	3.76	0.94	4.42
34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	4.60	2.59	2.01	9.25
35. Collaborative curriculum planning and decision making are typical.	4.53	3.24	1.29	5.84
36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.	4.72	4.33	0.39	1.84
37. The Honors´ programs in the high schools do a sufficient job of providing advanced course work to gifted students.	4.16	3.02	1.14	4.74
38. Information on drug education at the Center is offered at the appropriate level.	4.74	3.63	1.11	5.26
39. Student achievement levels assist in future curricular planning.	4.71	4.00	0.71	3.34
40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study.	4.49	3.89	0.60	2.69

APPENDIX L

Questions by Function	Desired	Actual	Need Index	Priority Need Index
41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum.	4.71	4.09	0.62	2.92
42. The course work helps to develop students' skills in research methods.	4.73	3.97	0.76	3.59
43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom.	4.63	4.18	0.45	2.08
V. EDUCATIONAL PROGRAMS - ELEMENTARY	--*	--	--	--
44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.	--	--	--	--
45. Learning goals and objectives are clearly defined.	--	--	--	--
46. Standards for learning are both challenging and attainable.	--	--	--	--
47. Students are challenged at the elementary level by attending Handley.	--	--	--	--
48. Promotion at Handley is based on achievement rather than time spent in the classroom.	--	--	--	--
49. Handley does a good job preparing students for their next level of education.	--	--	--	--
50. Elementary homework is regularly assigned and checked.	--	--	--	--
51. Children have opportunities to write.	--	--	--	--
52. A special effort is made at Handley to challenge more able elementary students.	--	--	--	--

* = "--" indicates that the function or question was not asked of this particular respondent group.

APPENDIX L

Questions by Function	Desired	Actual	Need Index	Priority Need Index
53. Elementary courses of instruction are modified frequently enough to keep them current.	--	--	--	—
54. Handley does a good job of teaching reading, writing, and arithmetic.	--	--	--	—
55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.	--	--	--	—
56. Handley's curriculum is congruent with the regular elementary curriculum.	--	--	--	—
57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	--	--	--	—
58. Given the resources available, the public is satified with academic achievement at Handley.	--	--	--	—
59. Many of the courses provide "hands on" experience.	--	--	--	—
60. Co-curricular activities are available for students who wish to participate in them.	--	--	--	—
61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education).	--	--	--	--
62. Information on drug education at Handley is offered at the appropriate level.	--	--	--	—
63. Student achievement levels determine future academic planning.	--	--	—	—
64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.	--	--	--	--

APPENDIX L

Questions by Function	Desired	Actual	Need Index	Priority Need Index
VI. PERSONAL DEVELOPMENT OF THE STUDENT	4.74	4.07	0.67	3.19
65. Students have opportunities to practice leadership skills.	4.67	3.97	0.70	3.27
66. The program teaches students problem solving techniques.	4.69	4.09	0.60	2.81
67. Students have opportunities to work with other students of similar and dissimilar abilities and interests.	4.62	4.15	0.47	2.17
68. Students are encouraged and assisted in developing career plans.	4.70	3.92	0.78	3.67
69. The visual and performing art classes at the Center have career establishing components as do academic courses.	4.73	4.07	0.66	3.12
70. Helping the student to explore career possibilities is an important part of the school program.	4.69	3.84	0.85	3.99
71. Students are expected to complete their work and meet recognized standards of quality.	4.85	4.37	0.48	2.33
72. Students have the opportunity to develop a sense of responsibility and self-reliance.	4.85	4.34	0.51	2.47
73. Students are encouraged to be independent thinkers.	4.83	4.31	0.52	2.51
74. The gifted and talented program tries to develop an appreciation of learning in each student.	4.78	4.17	0.61	2.92
75. Students are encouraged to be concerned for other people and their personal property.	4.77	3.75	1.02	4.87
76. The program provides students with exposure to a variety of fields of study.	4.77	3.97	0.80	3.82

APPENDIX L

Questions by Function	Desired	Actual	Need Index	Priority Need Index
77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	4.82	4.11	0.71	3.42
78. The program encourages students to establish and pursue challenging goals.	4.74	4.08	0.66	3.13
79. The program fosters the development of logical and convergent thinking in the students.	4.65	4.03	0.62	2.88
80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	4.69	4.03	0.61	2.86
81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	4.73	3.90	0.83	3.93
VII. CLASSROOM MANAGEMENT	4.71	4.04	0.67	3.15
82. Parents are notified of discipline problems.	4.75	3.98	0.77	3.66
83. Administrators support teachers in student discipline matters.	4.69	4.06	0.63	2.95
84. The Center and Handley have good discipline.	4.74	3.91	0.83	3.93
85. Teachers motivate students by using rewards rather than punishments.	4.60	3.76	0.84	3.86
86. Students are aware of classroom rules.	4.86	4.36	0.50	2.43
87. A secure, attractive environment is provided where the emphasis is on achievement.	4.71	4.26	0.45	2.12
88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.64	3.98	0.66	3.06

APPENDIX L

Questions by Function	Desired	Actual	Need Index	Priority Need Index
VIII. TEACHER VALUES AND APPROACHES	--	--	--	—
89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	--	--	--	--
90. Teachers set and maintain a brisk instructional pace.	--	--	--	—
91. Teachers communicate effectively.	--	--	--	—
92. Teachers explain and demonstrate rather than just assign seat work.	--	--	--	--
93. Teachers emphasize active student participation in their classes.	--	--	--	—
94. Teachers teach at the correct level of difficulty to promote student learning.	--	--	--	—
95. Teachers work on accomplishing the instructional goals and objectives with students.	--	--	--	—
96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	--	--	--	—
97. Learning tasks are matched to lesson content so student success rate is high.	--	--	--	--
98. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	--	--	--	--
99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	--	--	--	—
100. Feedback to students is tied to learning objectives.	--	--	--	—
101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.	--	--	--	—

APPENDIX L

Questions by Function	Desired	Actual	Need Index	Priority Need Index
102. Classroom routines are smooth and efficient.	--	--	--	—
103. Teachers have assignments or activities ready when students arrive.	--	--	--	—
104. Very little time is spent on non-learning activities.	--	—	--	—
105. Teachers know curriculum policies and priorities.	--	--	--	—
106. Teachers are responsive to the student's point of view.	--	--	--	—
107. Teachers are competent in student counseling services.	--	--	--	—
108. Teachers function more like facilitators than directors in their approaches to the students' course work.	--	--	--	—
IX. STAFF DEVELOPMENT	--	--	--	—
109. Within the program, emphasis is given to staff development and teacher skill building.	--	--	--	--
110. Staff development programs are effectively coordinated.	--	--	--	—
111. The gifted and talented program has an effective inservice training program for improving teaching skills.	--	--	--	—
112. The inservices provide valuable teaching tools or information.	--	--	--	—
113. Content in staff development sessions addresses instructional issues and priorities.	--	--	--	—
114. Staff development and training are supported with time and other necessary resources.	--	--	--	—

APPENDIX L

Questions by Function	Desired	Actual	Need Index	Priority Need Index
115. The teachers and students have access to consultants and to the most recent advances within each area.	--	--	--	—
116. Administrators are involved in some type of professional development program.	--	--	--	—
117. The administration supports careers enhancement possibilities for the staff members.	--	--	--	—
118. Teaching excellence in the program is recognized.	--	--	--	—
119. Staff development learning goals and objectives are developed by teachers.	--	--	--	—
120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	--	--	--	—
X. PARENTAL INVOLVEMENT AND COMMITMENT	4.67	3.46	1.21	5.65
121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	4.70	3.42	1.28	6.02
122. Parents have options for becoming involved in activities that support the gifted and talented instructional program.	4.59	3.72	0.87	3.99
123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	4.57	3.21	1.36	6.22
124. There is frequent two-way communication between parents and the gifted and talented program's staff.	4.60	3.18	1.42	6.53

APPENDIX L

Questions by Function	Desired	Actual	Need Index	Priority Need Index
125. Parents are aware of their responsibilities for helping students develop their giftedness or talents.	4.70	3.34	1.36	6.39
126. Parents realize the vocational value of all of the gifted and talented program's courses.	4.69	3.55	1.14	5.35
127. Parents of gifted and talented students support the program.	4.84	4.08	0.76	3.68
128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	4.69	3.60	1.09	5.11
129. Teachers encourage parents to keep track of student progress.	4.70	3.44	1.26	5.92
130. Most parents are aware of the gifted and talented program goals.	4.77	3.38	1.39	6.63
131. Encouraging parental involvement is an integral part of the program's plans.	4.55	3.17	1.38	6.28
XI. AUXILIARY SUPPORT AND STAFF	4.67	3.53	1.14	5.36
132. Effective guidance and counseling are readily available to each student in the gifted and talented program.	4.67	3.32	1.45	6.85
133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	4.74	3.31	1.43	6.78
134. Helping the student to explore career possibilities is an important part of the total gifted and talented program.	4.71	3.39	1.32	6.22
135. The guidance program helps students to realize the connection between their course work and their career goals.	4.69	3.42	1.27	5.96
136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	4.70	4.04	0.66	3.10

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
137. The library personnel keep the building staff up-to-date regarding available materials.	4.71	4.00	0.71	3.34
138. Materials found in the library are appropriate to the students served.	4.77	3.86	0.91	4.34
139. Audio visual materials are available for classroom use.	4.67	4.14	0.53	2.48
140. Adequate time in the library is provided to students to select materials.	4.71	3.90	0.81	3.82
141. The library collection adequately serves the needs of staff and students.	4.27	1.89	2.38	10.16
XII. LEADERSHIP BY PRINCIPAL	4.17	2.16	2.01	8.37
142. The principals at the Center and at Handley believe that all students can learn.	4.24	3.34	0.90	3.82
143. The principals have a clear understanding of the program´s goals and are able to clearly articulate them.	4.47	3.19	1.28	5.72
144. The principals are the instructional leaders.	4.10	2.91	1.19	4.88
145. The principals make frequent classroom observations to monitor instruction.	4.00	1.53	2.47	9.88
146. The principals initiate organized and systematic improvement procedures.	4.14	1.79	2.35	9.73
147. The principals promote methods that are known to create effective schools.	4.26	2.19	2.07	8.82
148. The principals carefully monitor new practices.	4.04	1.69	2.35	9.49
149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	4.01	1.53	2.48	9.94

APPENDIX L

Questions by Function	Desired	Actual	Need Index	Priority Need Index
150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling.	4.14	2.06	2.08	8.61
151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	4.09	1.67	2.42	9.90
152. The principals are active partners in long- and short-range planning.	4.13	1.81	2.32	9.58
153. The principals provide an encouraging climate for innovation and exploration by teachers and students.	4.30	2.50	1.80	7.74
154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	4.27	1.89	2.38	10.16
XIII. COMMUNICATIONS/PUBLIC RELATIONS	4.38	3.22	1.17	5.12
155. The gifted and talented program conducts business in a manner that inspires public confidence.	4.46	3.37	1.09	4.86
156. The program administration provides the general public with accurate reports on its performance.	4.13	2.70	1.43	5.91
157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students.	4.23	3.21	1.02	4.31
158. Parents are told about student successes.	4.49	3.63	0.86	3.86
159. The principals work to gain community support for the gifted and talented program.	4.31	3.09	1.22	5.26

APPENDIX L

Questions by Function	Desired	Actual	Need Index	Priority Need Index
160. The principals provide the community with information about the effectiveness of the program.	4.36	2.93	1.43	6.23
161. Achievement results are shared with parents.	4.50	3.51	0.99	4.45
162. Achievement results are shared with students.	4.41	3.46	0.95	4.19
163. The student progress reporting procedure gives parents a clear understanding of their child's progress.	4.61	3.50	1.11	5.12
164. The principals serve as a communication link between the Board, the parents, and the community concerning the program.	4.34	2.77	1.57	6.81

APPENDIX M

SECONDARY STUDENTS (SS): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

FUNCTION	Rank	Desired	Actual	Need Index	Priority Need Index
Identification of Gifted/Talented Students	1	4.25	3.42	0.83	3.52
Educational Programs--Secondary	2	4.45	3.71	0.74	3.31
Auxiliary Support and Staff	3	4.55	3.84	0.71	3.25
Classroom Management	4	4.42	3.69	0.73	3.23
Teacher Values and Approaches	5	4.50	3.86	0.64	2.88
Personal Development of the Student	6	4.57	3.98	0.59	2.71
Culturally Deprived Students	7	4.47	3.97	0.51	2.27

APPENDIX N

SECONDARY STUDENTS (SS)
AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION
SPRING, 1987.

Questions by Function	Desired	Actual	Need Index	Priority Need Index
I. GENERAL ADMINISTRATION	--*	--	--	--
1. Planning is a continuous process in the gifted and talented program.	--	--	--	--
2. The program's budget allows for allocation of resources to achieve high priority objectives.	--	--	--	--
3. Research findings are used in planning and improving educational programs.	--	--	--	--
4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.	--	--	--	--
5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	--	--	--	--
6. Test results, grade reports, attendance records and other methods are used to spot potential problems.	--	--	--	--
7. Students are well served by a gifted and talented program situated in one location.	--	--	--	--
8. The school buildings provide a safe environment for staff and students.	--	--	--	--
9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.	--	--	--	--
10. The major goals of the gifted and talented program are set with respect to the students' needs.	--	--	--	--

* = "--" indicates that the function or question was not asked of this particular respondent group.

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS	4.25	3.42	0.83	3.52
11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.	4.35	3.89	0.46	2.00
12. The identification of gifted and talented students is an ongoing process, not an annual event.	4.37	3.46	0.91	3.98
13. Identification occurs as early in the students´ lives as is possible.	4.20	3.34	0.86	3.61
14. The identification process includes measures of student motivation, interests, and maturity.	4.35	3.58	0.77	3.35
15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.	3.76	3.15	0.61	2.29
16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	4.33	3.32	1.01	4.37
17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	4.49	3.57	0.92	4.13
18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	4.14	3.05	1.09	4.51

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
III. CULTURALLY DEPRIVED STUDENTS	4.47	3.97	0.51	2.27
19. Female students are offered chances to consider careers in math and science fields.	4.54	4.21	0.33	1.50
20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	4.46	3.66	0.80	3.57
21. Female and minority students are provided with positive role models in many varying careers.	4.39	3.80	0.59	2.59
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	4.54	3.88	0.66	3.00
23. Math and science teachers encourage attendance and participation by female students in their classes.	4.48	4.18	0.30	1.34
24. Examples and methods of teaching used in the classroom relate to minority and/or female prespectives as well as to majority perspectives.	4.43	4.06	0.37	1.64
IV. EDUCATIONAL PROGRAMS - SECONDARY	4.45	3.71	0.74	3.31
25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.	4.51	3.66	0.85	3.83
26. Learning goals and objectives are clearly defined.	4.67	3.77	0.90	4.20
27. Secondary students benefit from spending a half day with their same age peers.	4.08	3.76	0.32	1.31
28. The public is satisfied with achievement at the Center for the Arts and Sciences.	4.70	3.70	1.00	4.70

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
29. The courses of instruction are modified frequently to keep them current.	4.54	3.85	0.69	3.13
30. The course work illustrates the interrelatedness of the various disciplines.	4.19	3.58	0.61	2.56
31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	4.35	3.23	1.12	4.87
32. Many of the courses provide "hands on" experience.	4.70	4.20	0.50	2.35
33. Special attention is focused on building good continuity across grade levels and programs.	4.38	3.63	0.75	3.29
34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	4.29	2.84	1.45	6.22
35. Collaborative curriculum planning and decision making are typical.	4.23	3.41	0.82	3.47
36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.	4.76	4.53	0.23	1.09
37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	4.43	3.12	1.31	5.80
38. Information on drug education at the Center is offered at the appropriate level.	4.28	3.26	1.02	4.37
39. Student achievement levels assist in future curricular planning.	4.58	3.87	0.71	3.25
40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study.	4.32	3.50	0.82	3.54

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum.	4.60	4.23	0.37	1.70
42. The course work helps to develop students' skills in research methods.	4.41	4.04	0.37	1.63
43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom.	4.56	4.27	0.29	1.32
V. EDUCATIONAL PROGRAMS - ELEMENTARY	--	--	--	--
44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.	--	--	--	--
45. Learning goals and objectives are clearly defined.	--	--	--	--
46. Standards for learning are both challenging and attainable.	--	--	--	--
47. Students are challenged at the elementary level by attending Handley.	--	--	--	--
48. Promotion at Handley is based on achievement rather than time spent in the classroom.	--	--	--	--
49. Handley does a good job preparing students for their next level of education.	--	--	--	--
50. Elementary homework is regularly assigned and checked.	--	--	--	--
51. Children have opportunities to write.	--	--	--	--
52. A special effort is made at Handley to challenge more able elementary students.	--	--	--	--

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
53. Elementary courses of instruction are modified frequently enough to keep them current.	--	--	--	--
54. Handley does a good job of teaching reading, writing, and arithmetic.	--	--	--	--
55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.	--	--	--	--
56. Handley´s curriculum is congruent with the regular elementary curriculum.	--	--	--	--
57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	--	--	--	--
58. Given the resources available, the public is satified with academic achievement at Handley.	--	--	--	--
59. Many of the courses provide "hands on" experience.	--	--	--	--
60. Co-curricular activities are available for students who wish to participate in them.	--	--	--	--
61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education).	--	--	--	--
62. Information on drug education at Handley is offered at the appropriate level.	--	--	--	--
63. Student achievement levels determine future academic planning.	--	--	--	--
64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.	--	--	--	--

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
VI. PERSONAL DEVELOPMENT OF THE STUDENT	4.57	3.98	0.59	2.71
65. Students have opportunities to practice leadership skills.	4.48	3.79	0.69	3.09
66. The program teaches students problem solving techniques.	4.49	3.92	0.57	2.56
67. Students have opportunities to work with other students of similar and dissimilar abilities and interests.	4.51	3.96	0.55	2.48
68. Students are encouraged and assisted in developing career plans.	4.58	3.78	0.80	3.66
69. The visual and performing art classes at the Center have career establishing components as do academic courses.	4.56	4.14	0.42	1.92
70. Helping the student to explore career possibilities is an important part of the school program.	4.64	3.82	0.82	3.80
71. Students are expected to complete their work and meet recognized standards of quality.	4.49	4.24	0.25	1.12
72. Students have the opportunity to develop a sense of responsibility and self-reliance.	4.68	4.25	0.43	2.01
73. Students are encouraged to be independent thinkers.	4.70	4.27	0.43	2.02
74. The gifted and talented program tries to develop an appreciation of learning in each student.	4.67	4.10	0.57	2.66
75. Students are encouraged to be concerned for other people and their personal property.	4.55	3.57	0.98	4.46
76. The program provides students with exposure to a variety of fields of study.	4.56	3.87	0.69	3.15

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	4.69	4.10	0.59	2.77
78. The program encourages students to establish and pursue challenging goals.	4.68	4.10	0.58	2.71
79. The program fosters the development of logical and convergent thinking in the students.	4.48	3.89	0.59	2.64
80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	4.47	3.92	0.55	2.46
81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	4.49	4.34	0.55	2.47
VII. CLASSROOM MANAGEMENT	4.42	3.69	0.73	3.23
82. Parents are notified of discipline problems.	4.23	3.64	0.59	2.50
83. Administrators support teachers in student discipline matters.	4.33	3.87	0.46	1.99
84. The Center and Handley have good discipline.	4.49	3.63	0.86	3.86
85. Teachers motivate students by using rewards rather than punishments.	4.08	3.07	1.01	4.12
86. Students are aware of classroom rules.	4.67	4.02	0.65	3.04
87. A secure, attractive environment is provided where the emphasis is on achievement.	4.63	3.90	0.73	3.38
88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.54	3.73	0.81	3.68

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
VIII. TEACHER VALUES AND APPROACHES	4.50	3.86	0.64	2.88
89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	4.38	3.79	0.59	2.58
90. Teachers set and maintain a brisk instructional pace.	4.31	3.73	0.58	2.50
91. Teachers communicate effectively.	4.72	3.88	0.84	3.96
92. Teachers explain and demonstrate rather than just assign seat work.	4.72	4.27	0.45	2.12
93. Teachers emphasize active student participation in their classes.	4.64	4.20	0.44	2.04
94. Teachers teach at the correct level of difficulty to promote student learning.	4.66	4.05	0.61	2.84
95. Teachers work on accomplishing the instructional goals and objectives with students.	4.51	3.84	0.67	3.02
96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	4.60	3.87	0.73	3.36
97. Learning tasks are matched to lesson content so student success rate is high.	4.54	3.87	0.67	3.04
98. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	4.46	3.73	0.73	3.26
99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	4.42	3.86	0.56	2.48
100. Feedback to students is tied to learning objectives.	4.46	3.85	0.61	2.72
101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.	4.59	3.84	0.75	3.44

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
102. Classroom routines are smooth and efficient.	4.54	3.62	0.92	4.18
103. Teachers have assignments or activities ready when students arrive.	4.40	3.89	0.51	2.24
104. Very little time is spent on non-learning activities.	4.10	3.71	0.39	1.60
105. Teachers know curriculum policies and priorities.	4.53	4.22	0.31	1.40
106. Teachers are responsive to the student's point of view.	4.72	3.73	0.99	4.67
107. Teachers are competent in student counseling services.	4.54	3.60	0.94	4.27
108. Teachers function more like facilitators than directors in their approaches to the students' course work.	4.21	3.71	0.50	2.11
IX. STAFF DEVELOPMENT	--	--	--	--
109. Within the program, emphasis is given to staff development and teacher skill building.	--	--	--	--
110. Staff development programs are effectively coordinated.	--	--	--	--
111. The gifted and talented program has an effective inservice training program for improving teaching skills.	--	--	--	--
112. The inservices provide valuable teaching tools or information.	--	--	--	--
113. Content in staff development sessions addresses instructional issues and priorities.	--	--	--	--
114. Staff development and training are supported with time and other necessary resources.	--	--	--	--

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
115. The teachers and students have access to consultants and to the most recent advances within each area.	--	--	--	—
116. Administrators are involved in some type of professional development program.	--	--	--	—
117. The administration supports careers enhancement possibilities for the staff members.	--	--	--	—
118. Teaching excellence in the program is recognized.	--	--	--	—
119. Staff development learning goals and objectives are developed by teachers.	--	--	--	—
120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	--	--	--	—
X. PARENTAL INVOLVEMENT AND COMMITMENT	--	--	--	—
121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	--	--	--	--
122. Parents have options for becoming involved in activities that support the gifted and talented instructional program.	--	--	--	—
123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	--	--	--	—
124. There is frequent two-way communication between parents and the gifted and talented program's staff.	--	--	--	—

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
125. Parents are aware of their responsibilities for helping students develop their giftedness or talents.	--	--	--	—
126. Parents realize the vocational value of all of the gifted and talented program's courses.	--	--	--	—
127. Parents of gifted and talented students support the program.	--	--	--	—
128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	--	--	--	—
129. Teachers encourage parents to keep track of student progress.	--	--	--	—
130. Most parents are aware of the gifted and talented program goals.	--	--	--	—
131. Encouraging parental involvement is an integral part of the program's plans.	--	--	--	—
XI. AUXILIARY SUPPORT AND STAFF	4.55	3.84	0.71	3.25
132. Effective guidance and counseling are readily available to each student in the gifted and talented program.	4.60	3.74	0.86	3.96
133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	4.43	3.55	0.88	3.90
134. Helping the student to explore career possibilities is an important part of the total gifted and talented program.	4.57	3.84	0.73	3.34
135. The guidance program helps students to realize the connection between their course work and their career goals.	4.50	3.74	0.76	3.42
136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	4.49	3.92	0.57	2.56

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
137. The library personnel keep the building staff up-to-date regarding available materials.	4.58	3.99	0.59	2.70
138. Materials found in the library are appropriate to the students served.	4.64	4.04	0.60	2.78
139. Audio visual materials are available for classroom use.	4.54	4.13	0.41	1.86
140. Adequate time in the library is provided to students to select materials.	4.51	3.57	0.94	4.24
141. The library collection adequately serves the needs of staff and students.	4.67	3.88	0.79	3.69
XII. LEADERSHIP BY PRINCIPAL	--	--	--	—
142. The principals at the Center and at Handley believe that all students can learn.	—	—	--	--
143. The principals have a clear understanding of the program's goals and are able to clearly articulate them.	--	--	--	—
144. The principals are the instructional leaders.	--	--	--	—
145. The principals make frequent classroom observations to monitor instruction.	--	--	--	—
146. The principals initiate organized and systematic improvement procedures.	--	—	--	—
147. The principals promote methods that are known to create effective schools.	--	--	--	—
148. The principals carefully monitor new practices.	--	--	--	—
149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	--	--	--	—

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling.	--	--	--	--
151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	--	--	--	--
152. The principals are active partners in long- and short-range planning.	--	--	--	--
153. The principals provide an encouraging climate for innovation and exploration by teachers and students.	--	--	--	--
154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	--	--	--	--
XIII. COMMUNICATIONS/PUBLIC RELATIONS	--	--	--	--
155. The gifted and talented program conducts business in a manner that inspires public confidence.	--	--	--	--
156. The program administration provides the general public with accurate reports on its performance.	--	--	--	--
157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students.	--	--	--	--
158. Parents are told about student successes.	--	--	--	--
159. The principals work to gain community support for the gifted and talented program.	--	--	--	--

APPENDIX N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
160. The principals provide the community with information about the effectiveness of the program.	--	--	--	—
161. Achievement results are shared with parents.	--	--	--	—
162. Achievement results are shared with students.	--	--	--	—
163. The student progress reporting procedure gives parents a clear understanding of their child's progress.	--	--	--	—
164. The principals serve as a communication link between the Board, the parents, and the community concerning the program.	--	--	--	—

APPENDIX O

TABLE O.1. SUMMARY OF HIGH PRIORITY NEEDS AS INDICATED BY HIGH PRIORITY NEED INDEX FUNCTIONS AND QUESTIONS FOR THE TOTAL AND EACH RESPONDENT GROUP.

FUNCTION	Total (T)	Elementary Prof Staff (EPS)	Elementary Parents (EP)	Secondary Prof Staff (SPS)	Secondary Parents (SP)	Secondary Students (SS)
Identification of Gifted/Talented Students	Fq	Fq	Fq	Fq	F	Fq
Auxiliary Support and Staff	Fq	Fq	Fq	q	Fq	Fq
Parental Involvement and Commitment	Fq	Fq	Fq	Fq	Fq	*
Staff Development	Fq	Fq	*	Fq	*	*
Leadership by Principal	Fq	q			Fq	*
Educational Programs—Secondary	q	*	*	Fq	q	Fq
General Administration	q	Fq	Fq	q		*
Communications/Public Relations	q	q	q	Fq	Fq	*
Personal Development of the Student		q	Fq	q		q
Teacher Values and Approaches	q	q	*	q	*	Fq
Classroom Management		q	q			Fq
Culturally Deprived Students		q		q		
Educational Programs—Elementary		q	q	*		*

F = functions identified as one of top five function areas.
q = functions for which high need questions were identified.
* = no questions asked of this group in this particular function.

APPENDIX P

HIGH PRIORITY NEED INDEX FUNCTIONS AND QUESTIONS* FOR INDIVIDUAL GROUPS POLLED AND TOTAL SPRING, 1987.

Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
I. GENERAL ADMINISTRATION		3.60	3.63			***
1. Planning is a continuous process in the gifted and talented program.			3.64			
2. The program's budget allows for allocation of resources to achieve high priority objectives.	6.14	9.45	6.98			
3. Research findings are used in planning and improving educational programs.	4.59			6.95		
4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.						
5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.			4.40			
6. Test results, grade reports, attendance records and other methods are used to spot potential problems.						
7. Students are well served by a gifted and talented program situated in one location.						

*High priority need index functions were defined as the top five functions for the particular group. High priority need index questions were defined as the highest 25% priority need index values for a particular group. Values are thus shown only for high need index functions and questions.

**Groups Polled:
T = Total of all five groups combined with equal weighting given to each group in the averaging process.
EPS = Elementary Professional Staff
EP = Elementary Parents
SPS = Secondary Professional Staff
SP = Secondary Parents
SS = Secondary Students

***Questions in this function were not asked of this particular group.

APPENDIX P

Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
8. The school buildings provide a safe environment for staff and students.			4.37			
9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.						
10. The major goals of the gifted and talented program are set with respect to the students´ needs.			4.20			
II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS	5.33	8.25	4.20	7.09	3.97	3.52
11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.						
12. The identification of gifted and talented students is an ongoing process, not an annual event.	5.26	6.65	4.74	6.25		3,98
13. Identification occurs as early in the students´ lives as is possible.		6.40	4.05			
14. The identification process includes measures of student motivation, interests, and maturity.	5.11	6.17	3.70	7.86		
15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.		10.18		6.02		
16. All the teachers in the district participate in inservices on how to identify gifted/talented students.	8.67	13.87	8.15	12.18		4.37
17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	6.33	9.05	4.79	9.58		4.13
18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	6.19	9.45	5.15	7.41		4.51

APPENDIX P

Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
III. CULTURALLY DEPRIVED STUDENTS						
19. Female students are offered chances to consider careers in math and science fields.						
20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.		5.76		5.90		
21. Female and minority students are provided with positive role models in many varying careers.		4.60		5.94		
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.						
23. Math and science teachers encourage attendance and participation by female students in their classes.						
24. Examples and methods of teaching used in the classroom relate to minority and/or female prespectives as well as to majority perspectives.						
IV. EDUCATIONAL PROGRAMS - SECONDARY		***	***	4.46		3.31
25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.				6.01		3.83
26. Learning goals and objectives are clearly defined.						4.20
27. Secondary students benefit from spending a half day with their same age peers.						
28. The public is satisfied with achievement at the Center for the Arts and Sciences.	5.25			7.46		4.70

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Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
29. The courses of instruction are modified frequently to keep them current.						
30. The course work illustrates the interrelatedness of the various disciplines.				5.51		
31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	5.32			6.25		4.87
32. Many of the courses provide "hands on" experience.						
33. Special attention is focused on building good continuity across grade levels and programs.				5.51		
34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	8.62			10.53	9.25	6.22
35. Collaborative curriculum planning and decision making are typical.	5.06			5.98		
36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.						
37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	5.35			5.52		5.80
38. Information on drug education at the Center is offered at the appropriate level.	4.82					4.37
39. Student achievement levels assist in future curricular planning.						
40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study.						

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Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum.						
42. The course work helps to develop students' skills in research methods.						
43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom.						
V. EDUCATIONAL PROGRAMS - ELEMENTARY				***	***	***
44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.						
45. Learning goals and objectives are clearly defined.		4.77	3.66			
46. Standards for learning are both challenging and attainable.						
47. Students are challenged at the elementary level by attending Handley.						
48. Promotion at Handley is based on achievement rather than time spent in the classroom.						
49. Handley does a good job preparing students for their next level of education.						
50. Elementary homework is regularly assigned and checked.						
51. Children have opportunities to write.						
52. A special effort is made at Handley to challenge more able elementary students.						

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Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
53. Elementary courses of instruction are modified frequently enough to keep them current.						
54. Handley does a good job of teaching reading, writing, and arithmetic.						
55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.						
56. Handley's curriculum is congruent with the regular elementary curriculum.						
57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.						
58. Given the resources available, the public is satified with academic achievement at Handley.						
59. Many of the courses provide "hands on" experience.						
60. Co-curricular activities are available for students who wish to participate in them.						
61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education).			3.95			
62. Information on drug education at Handley is offered at the appropriate level.			4.40			
63. Student achievement levels determine future academic planning.						
64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.						

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Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
VI. PERSONAL DEVELOPMENT OF THE STUDENT			2.88			
65. Students have opportunities to practice leadership skills.						
66. The program teaches students problem solving techniques.						
67. Students have opportunities to work with other students of similar and dissimilar abilities and interests.						
68. Students are encouraged and assisted in developing career plans.		4.42				
69. The visual and performing art classes at the Center have career establishing components as do academic courses.						
70. Helping the student to explore career possibilities is an important part of the school program.		4.95				
71. Students are expected to complete their work and meet recognized standards of quality.						
72. Students have the opportunity to develop a sense of responsibility and self-reliance.						
73. Students are encouraged to be independent thinkers.						
74. The gifted and talented program tries to develop an appreciation of learning in each student.						
75. Students are encouraged to be concerned for other people and their personal property.			5.25			4.46
76. The program provides students with exposure to a variety of fields of study.						

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Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.						
78. The program encourages students to establish and pursue challenging goals.						
79. The program fosters the development of logical and convergent thinking in the students.						
80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.			3.60			
81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.			3.92	5.55		
VII. CLASSROOM MANAGEMENT						3.23
82. Parents are notified of discipline problems.						
83. Administrators support teachers in student discipline matters.						
84. The Center and Handley have good discipline.		5.40	3.71			3.86
85. Teachers motivate students by using rewards rather than punishments.						4.12
86. Students are aware of classroom rules.						
87. A secure, attractive environment is provided where the emphasis is on achievement.						
88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.						

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Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
VIII. TEACHER VALUES AND APPROACHES			***		***	2.88
89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.						
90. Teachers set and maintain a brisk instructional pace.						
91. Teachers communicate effectively.						3.96
92. Teachers explain and demonstrate rather than just assign seat work.						
93. Teachers emphasize active student participation in their classes.						
94. Teachers teach at the correct level of difficulty to promote student learning.						
95. Teachers work on accomplishing the instructional goals and objectives with students.						
96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.						4.27
97. Learning tasks are matched to lesson content so student success rate is high.						
98. Regular, focused reviews of key concepts and skills check on and strengthen student retention.						
99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.						
100. Feedback to students is tied to learning objectives.						
101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.						

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Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
102. Classroom routines are smooth and efficient.						4.18
103. Teachers have assignments or activities ready when students arrive.						
104. Very little time is spent on non-learning activities.						
105. Teachers know curriculum policies and priorities.						
106. Teachers are responsive to the student´s point of view.						4.67
107. Teachers are competent in student counseling services.	4.72	6.41				
108. Teachers function more like facilitators than directors in their approaches to the students´ course work.						
IX. STAFF DEVELOPMENT	4.57	4.30	***	4.84	***	
109. Within the program, emphasis is given to staff development and teacher skill building.						
110. Staff development programs are effectively coordinated.						
111. The gifted and talented program has an effective inservice training program for improving teaching skills.	5.34	4.83		5.84		
112. The inservices provide valuable teaching tools or information.						
113. Content in staff development sessions addresses instructional issues and priorities.	5.60			6.82		
114. Staff development and training are supported with time and other necessary resources.	4.86	5.13				

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Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
115. The teachers and students have access to consultants and to the most recent advances within each area.	5.53	6.81				
116. Administrators are involved in some type of professional development program.		4.51				
117. The administration supports careers enhancement possibilities for the staff members.						
118. Teaching excellence in the program is recognized.	4.63	4.53				
119. Staff development learning goals and objectives are developed by teachers.	4.72			5.04		
120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	6.77			9.31		
X. PARENTAL INVOLVEMENT AND COMMITMENT	4.93	3.36	3.63	7.09	5.65	***
121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	5.08			7.68		
122. Parents have options for becoming involved in activities that support the gifted and talented instructional program.						
123. The program´s staff members provide parents with information and techniques for helping students develop their giftedness or talents.	5.12		4.08	6.93		
124. There is frequent two-way communication between parents and the gifted and talented program´s staff.	4.68		3.78	5.99		

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Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
125. Parents are aware of their responsibilities for helping students develop their giftedness or talents.	5.52			7.82		
126. Parents realize the vocational value of all of the gifted and talented program's courses.	5.68		4.06	9.02		
127. Parents of gifted and talented students support the program.				6.65		
128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	6.49	7.76	4.46	8.75		
129. Teachers encourage parents to keep track of student progress.						
130. Most parents are aware of the gifted and talented program goals.	5.75		4.87	7.92		
131. Encouraging parental involvement is an integral part of the program's plans.	4.67			7.01		
XI. AUXILIARY SUPPORT AND STAFF	5.22	9.32	4.24		5.36	2.88
132. Effective guidance and counseling are readily available to each student in the gifted and talented program.	8.34	19.60	7.62			3.96
133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	7.79	16.35	6.01	6.67		3.90
134. Helping the student to explore career possibilities is an important part of the total gifted and talented program.	4.98	6.75		5.21		
135. The guidance program helps students to realize the connection between their course work and their career goals.	6.77	12.32	4.37	7.92		
136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.		6.15				

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Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
137. The library personnel keep the building staff up-to-date regarding available materials.		6.04				
138. Materials found in the library are appropriate to the students served.		6.15	4.03			
139. Audio visual materials are available for classroom use.		6.99				
140. Adequate time in the library is provided to students to select materials.		4.92				4.24
141. The library collection adequately serves the needs of staff and students.	6.80	8.22	5.62	5.92	10.16	
XII. LEADERSHIP BY PRINCIPAL	4.09				8.37	***
142. The principals at the Center and at Handley believe that all students can learn.						
143. The principals have a clear understanding of the program´s goals and are able to clearly articulate them.						
144. The principals are the instructional leaders.						
145. The principals make frequent classroom observations to monitor instruction.	6.10	7.51			9.88	
146. The principals initiate organized and systematic improvement procedures.					9.73	
147. The principals promote methods that are known to create effective schools.					8.82	
148. The principals carefully monitor new practices.	5.00	4.67			9.49	
149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	5.41	4.83			9.94	

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Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling.					8.61	
151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	4.92				9.90	
152. The principals are active partners in long- and short-range planning.					9.58	
153. The principals provide an encouraging climate for innovation and exploration by teachers and students.					7.74	
154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	4.72				10.16	
XIII. COMMUNICATIONS/PUBLIC RELATIONS				4.23	5.12	***
155. The gifted and talented program conducts business in a manner that inspires public confidence.						
156. The program administration provides the general public with accurate reports on its performance.	5.09	4.83	4.06	5.35		
157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students.						
158. Parents are told about student successes.						
159. The principals work to gain community support for the gifted and talented program.	4.89	4.83				

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Questions by Function	High Priority Need Index Values					
	T**	EPS	EP	SPS	SP	SS
160. The principals provide the community with information about the effectiveness of the program.						
161. Achievement results are shared with parents.						
162. Achievement results are shared with students.						
163. The student progress reporting procedure gives parents a clear understanding of their child´s progress.						
164. The principals serve as a communication link between the Board, the parents, and the community concerning the program.						